

# AQA GCSE

**AQA**

Approved

# SPANISH

# Higher



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OXFORD

**AQA GCSE**

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A wide range of other useful resources can be found on the relevant subject pages of our website: [aqa.org.uk](http://aqa.org.uk)







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# Introducing AQA GCSE Spanish



## Understanding how the specification works

The AQA GCSE Spanish specification is divided into three main subject areas, called Themes. This book is divided up in the same way, with colour-coding to help you know where you are.



Each Theme is divided into three Topics, making a total of nine Topics to study during the course. The exam is divided up according to the four Language Skills: Listening, Speaking, Reading and Writing. Each one of these has its own separate exam, in the form of an end-of-course paper.





## Useful language

The section on pages 10–11 provides useful key vocabulary and phrases which are commonly used in real-life, everyday situations.

## Phonics and sound–spelling links

- The section on pages 12–13 groups together all the sounds included in the *Fonética* boxes and provides tips on how to pronounce widely used words and phrases to speak Spanish confidently and clearly. Your knowledge of how spelling represents sounds will be tested through dictation and a read-aloud task in the exam.
- The *Fonética* boxes cover all the common sounds in the Spanish language and the sound–spelling links included in the specification, and include pronunciation tips.

### Pronunciación



#### *gue, gui*

When the letter *g* is followed by *ue* or *ui*, the *g* is hard, like the 'g' in 'garden'. The *u* is not pronounced, just like the 'u' in the English word 'guess' is not pronounced.

## Themes and topics

Each Theme is divided into three Topics. Each Theme starts with two introductory double-page spreads introducing key themes, core vocabulary and structures that you may have covered at Key Stage 3. These pages provide an opportunity to recap and practise important language and/or lay the foundations for further learning.

The three Topics are then each covered over four double-page spreads, two at Foundation level and two at Higher level. Each spread introduces specification vocabulary and features a verb focus and a grammar focus. All the key skills required in the specification are also covered, including phonics and cultural knowledge.

## Learning vocabulary

Vocabulary support is provided in various ways throughout the book and on Kerboodle:

- Vocabulary lists – the introductory double-page spreads at the start of each Theme include lists of key words and phrases practised in the texts and on the page. Vocabulary from each of the core spreads and the culture pages is listed in the vocabulary pages at the end of each Theme. Items highlighted in grey are words that are useful but do not appear in the specification. It is important that you learn the specification vocabulary.
- Vocabulary tasks – these help to build the vocabulary required in each topic of the specification.
- Interactive activities – the vocabulary builders on Kerboodle provide activities with instant feedback.\*
- Glossary – the glossary at the back of the book combines the vocabulary from the Themes' vocabulary pages.

## Features

### Reading

The Student Book contains plenty of Spanish reading material on the Themes and Topics included within the specification. The activities that follow the reading passages help develop your comprehension skills so that you can access unfamiliar texts in the future.

### Listening

Activities with a listening icon next to them help you to improve listening comprehension skills. The audio can be accessed through Kerboodle.

### Speaking

The speaking activities are designed to build your confidence in speaking Spanish and to practise using the vocabulary you've learnt in the unit or Theme. There are also practice role plays and photo card activities throughout the book.

### Writing

The writing icon indicates an activity that will help you to use the language you've learnt to build sentences and paragraphs of written Spanish.

### Translation

Translation activities throughout the book develop your ability to tackle translation tasks.



## Language support in speaking and writing

Examples of language to be used or language structure boxes are provided for some speaking and writing tasks. These can be used as models to build your own sentences.

|                                   |                       |                    |
|-----------------------------------|-----------------------|--------------------|
| <i>Para estar en forma,</i>       | <i> tienes que</i>    | <i> cuidar ...</i> |
| <i>Para llevar una vida sana,</i> | <i> es importante</i> | <i> hacer ...</i>  |
|                                   |                       | <i> beber ...</i>  |
|                                   |                       | <i> comer ...</i>  |

### 6 Look back at the vocabulary on these two pages and work with a partner to give health advice.

This grid will give you some ideas for starting

## ★ Building grammar knowledge

- Understanding grammar is key to understanding Spanish and building your own phrases. *AQA GCSE Spanish* helps you to consolidate and deepen your grammar knowledge in a logical way with no assumption of prior learning.
- Grammar boxes outline key grammar points, with accompanying activities on the same page to put theory into practice.

### Gramática



#### Subject pronouns

Spanish verbs don't usually need the subject pronoun (I, you, he, we, they, etc). This is because all

- Additional grammar practice is also provided in two double-page spreads at the end of each Theme.
- Interactive activities on Kerboodle provide further consolidation with instant feedback.\*
- There is a grammar section at the back of the Student Book to refer to whenever you need to.

## Verbs

Specific emphasis is given to the formation of verbs and tenses, and how they are used.

### Los verbos



#### The immediate future

To talk about what is **going to** happen, use the verb *ir* (to go), add *a* and then the infinitive of the verb:

## Culture

- Culture boxes throughout the book highlight aspects of Hispanic culture relevant to each topic.

### Cultura



The Mediterranean diet has come about because of the foods that are plentiful in southern Europe.

- There is a *Culture* double-page spread at the end of each Theme showcasing aspects of Francophone history, literature and contemporary culture.

## Language tips

These boxes give extra support and information about what to look out for or how to do a particular activity.

### Consejo



On occasions, there may be more than one way of translating a word. For example, if you don't know

## Test and revise

There are regular revision and practice opportunities throughout the book in the four test and revise sections (one test per Theme and a cross-Theme test at the end of the book). Each test offers exam-style activities in the four skill areas.

## Kerboodle

**Kerboodle** for *AQA GCSE Spanish* provides resources focused on developing key grammar, vocabulary, phonics and all the language-learning and exam skills required at GCSE. This includes auto-marked interactive activities and tests, worksheets, listening activities with downloadable transcripts, practice questions and assessments, and comprehensive teacher support.

Interactive activities can be completed on tablets or mobile devices.

### Kerboodle Books

Kerboodle Books are digital versions of the Student Books, which can be accessed on a range of devices and tablets.

Activities and audio can be launched directly from the page and individual users have their own digital notebook for use within their Kerboodle Book, in which they can use various tools and annotate pages to create their own personalised copy.

\*These resources are not part of the AQA approval process.



# Useful language

## Numbers

|                          |                               |                                  |
|--------------------------|-------------------------------|----------------------------------|
| <b>0</b> <i>cero</i>     | <b>15</b> <i>quince</i>       | <b>30</b> <i>treinta</i>         |
| <b>1</b> <i>uno</i>      | <b>16</b> <i>dieciséis</i>    | <b>40</b> <i>cuarenta</i>        |
| <b>2</b> <i>dos</i>      | <b>17</b> <i>diecisiete</i>   | <b>41</b> <i>cuarenta y uno</i>  |
| <b>3</b> <i>tres</i>     | <b>18</b> <i>dieciocho</i>    | <b>50</b> <i>cincuenta</i>       |
| <b>4</b> <i>cuatro</i>   | <b>19</b> <i>diecinueve</i>   | <b>52</b> <i>cincuenta y dos</i> |
| <b>5</b> <i>cinco</i>    | <b>20</b> <i>veinte</i>       | <b>60</b> <i>sesenta</i>         |
| <b>6</b> <i>seis</i>     | <b>21</b> <i>veintiuno</i>    | <b>63</b> <i>sesenta y tres</i>  |
| <b>7</b> <i>siete</i>    | <b>22</b> <i>veintidós</i>    | <b>70</b> <i>setenta</i>         |
| <b>8</b> <i>ocho</i>     | <b>23</b> <i>veintitrés</i>   | <b>75</b> <i>setenta y cinco</i> |
| <b>9</b> <i>nueve</i>    | <b>24</b> <i>veinticuatro</i> | <b>80</b> <i>ochenta</i>         |
| <b>10</b> <i>diez</i>    | <b>25</b> <i>veinticinco</i>  | <b>86</b> <i>ochenta y seis</i>  |
| <b>11</b> <i>once</i>    | <b>26</b> <i>veintiseis</i>   | <b>90</b> <i>noventa</i>         |
| <b>12</b> <i>doce</i>    | <b>27</b> <i>veintisiete</i>  | <b>97</b> <i>noventa y siete</i> |
| <b>13</b> <i>trece</i>   | <b>28</b> <i>veintiocho</i>   |                                  |
| <b>14</b> <i>catorce</i> | <b>29</b> <i>veintinueve</i>  |                                  |

## Large Numbers

|                                 |                               |
|---------------------------------|-------------------------------|
| <b>100</b> <i>cien</i>          | <b>600</b> <i>seiscientos</i> |
| <b>200</b> <i>doscientos</i>    | <b>700</b> <i>setecientos</i> |
| <b>300</b> <i>trescientos</i>   | <b>800</b> <i>ochocientos</i> |
| <b>400</b> <i>cuatrocientos</i> | <b>900</b> <i>novcientos</i>  |
| <b>500</b> <i>quinientos</i>    |                               |

|                      |                     |
|----------------------|---------------------|
| <b>1,000</b>         | <i>mil</i>          |
| <b>1,000,000</b>     | <i>un millón</i>    |
| <b>1,000,000,000</b> | <i>mil millones</i> |

## Days and dates

- Remember that the days of the week are written with small letters in Spanish.  
*lunes, martes, miércoles, jueves, viernes, sábado, domingo*
- The same is true of the months.  
*enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre*
- To say the date, simply use *el* + number + *de* + month.  
*el cuatro de septiembre, el veintidós de mayo*

## Greetings and ages

|                              |                       |
|------------------------------|-----------------------|
| <i>¡Hola!</i>                | Hello!                |
| <i>¡Buenos días!</i>         | Hello / Good morning! |
| <i>¡Buenas tardes!</i>       | Good afternoon!       |
| <i>¡Buenas noches!</i>       | Good evening / night! |
| <i>¡Adiós!</i>               | Goodbye!              |
| <i>¡Hasta luego!</i>         | See you later!        |
| <i>¡Buenas noches!</i>       | Good night!           |
| <i>¿Qué tal?</i>             | How are you?          |
| <i>Bien, gracias.</i>        | Fine, thanks.         |
| <i>¿Cuántos años tienes?</i> | How old are you?      |
| <i>Tengo dieciséis años.</i> | I'm sixteen.          |
| <i>¿Y tú?</i>                | And you?              |



## Time

There are two ways of telling the time in Spanish: the traditional 12-hour clock method and the 24-hour clock method, which is often used in Spanish, particularly to discuss travel times.

- To say what time it is using the traditional 12-hour clock, start with *Son las...*



- As in English, when using the 24-hour clock, use numbers such as *trece, dieciocho*, etc.:

*a las veinte diez* at 20.10

*A mediodía.* At midday.

*A medianoche.* At midnight.

*Es la una.* It's one o'clock.

- To ask the time:  
*¿Qué hora es?* What time is it? / What's the time?

## Conjunctions

|               |         |
|---------------|---------|
| <i>y</i>      | and     |
| <i>pero</i>   | but     |
| <i>o</i>      | or      |
| <i>porque</i> | because |
| <i>donde</i>  | where   |
| <i>cuando</i> | when    |

## Intensifiers

|                  |       |
|------------------|-------|
| <i>bastante</i>  | quite |
| <i>más</i>       | more  |
| <i>muy</i>       | very  |
| <i>menos</i>     | less  |
| <i>demasiado</i> | too   |

## Adverbs of frequency

|                         |                   |
|-------------------------|-------------------|
| <i>nunca</i>            | never             |
| <i>raramente</i>        | rarely            |
| <i>de vez en cuando</i> | from time to time |
| <i>normalmente</i>      | normally          |
| <i>a veces</i>          | sometimes         |
| <i>frecuentemente</i>   | often             |
| <i>siempre</i>          | always            |

## Interrogatives

|                                    |                       |
|------------------------------------|-----------------------|
| <i>¿Quién?</i>                     | Who?                  |
| <i>¿Cuándo?</i>                    | When?                 |
| <i>¿Cómo?</i>                      | How? / What ... like? |
| <i>¿Por qué?</i>                   | Why?                  |
| <i>¿Cuánto?</i>                    | How much?             |
| <i>¿Cuántos ...? ¿Cuántas ...?</i> | How many?             |
| <i>¿Qué?</i>                       | What?                 |
| <i>¿Cuáles ...?</i>                | Which ...?            |



# Sound-spelling links

The new GCSE Exams involve a reading-aloud task and a dictation task to test your knowledge and understanding of sound-symbol correspondences. Learning how spelling represents sounds and using clear pronunciation when speaking Spanish will be a key part of your success at GCSE. It is important that you are confident with pronunciation and know how to pronounce words correctly to speak Spanish confidently.

| Sound       | Example                                                                            | Page |
|-------------|------------------------------------------------------------------------------------|------|
| ce          | <i>centro, doce</i>                                                                | 19   |
| ci          | <i>fácil, difícil</i>                                                              | 19   |
| ñ           | <i>España, señor, año</i>                                                          | 21   |
| z           | <i>zapato, zona, azul, actriz</i>                                                  | 22   |
| ll          | <i>pollo, me llamo</i>                                                             | 27   |
| gue         | <i>hamburguesa</i>                                                                 | 30   |
| gui         | <i>seguir, guitarra, alguien</i>                                                   | 30   |
| que         | <i>que, querer, parque</i>                                                         | 34   |
| qui         | <i>quien, equipo, quince</i>                                                       | 34   |
| cu + vowel  | <i>cuando, cuatro, cincuenta, cuerpo, escuela</i>                                  | 39   |
| ga          | <i>jugando</i>                                                                     | 65   |
| go          | <i>gobierno</i>                                                                    | 65   |
| gu          | <i>gustar</i>                                                                      | 65   |
| ca          | <i>cada</i>                                                                        | 69   |
| co          | <i>concurso</i>                                                                    | 69   |
| cu          | <i>cultural</i>                                                                    | 69   |
| -r-, -r     | <i>favorito, durante, traer</i>                                                    | 72   |
| ch          | <i>Quechua, Chile, coche</i>                                                       | 77   |
| a           | <i>año</i>                                                                         | 81   |
| e           | <i>es</i>                                                                          | 81   |
| i           | <i>niño</i>                                                                        | 81   |
| o           | <i>solo</i>                                                                        | 84   |
| u           | <i>Uruguay</i>                                                                     | 84   |
| j           | <i>jugar, naranja, jamón, mejor, hijo</i>                                          | 111  |
| ge          | <i>genial, coger, gente, general</i>                                               | 114  |
| gi          | <i>gimnasio, colegio, región</i>                                                   | 114  |
| rr, r-, -r* | <i>El perro de San Roque no tiene rabo porque Ramón Rodríguez se lo ha robado.</i> | 119  |
| silent h    | <i>horario, hotel, hijos, hablar<br/>ahora, prohibir, ahorrar, enhorabuena</i>     | 123  |
| tu          | <i>instituto, situación, cultura, actual, temperatura</i>                          | 126  |
| v           | <i>verano, voy, vamos, viernes, viaje, vender, vale, visitar</i>                   | 130  |



## Fonética



### **a, e, i**

Spanish vowels are shorter in duration than their English equivalents. The vowels 'a', 'e' and 'i' sound a bit like those taught to young children as part of the English phonetic alphabet ('a' as in 'apple', 'e' as in 'net' and 'i' as in 'meet').

Examples: año, es, niño, América,

## Fonética



### **o, u**

The Spanish vowel sound 'o' is much shorter and less pronounced than the distinct English 'o'. The 'u' is similar to the 'oo' in the English word 'moon', with the lips rounded, almost closed.

Saying the 'o' and the 'u' correctly is essential for a good Spanish accent.

Examples: solo, Uruguay, mucho

## Fonética



### **g + vowel sounds**

#### **g**

When it comes directly before the vowels 'a', 'o' and 'u', the 'g' makes a hard sound, just as it does in English.

Examples: jugando, gobierno, gustar

#### **ge / gi**

The letter 'g' when followed by 'e' or 'i' sounds like the 'ch' in the Scottish word 'loch'.

Examples: gimnasio, colegio, región, coger, gente, general

#### **gue, gui**

When the letter *g* is followed by *ue* or *ui*, the *g* is hard, like the 'g' in 'garden'. The *u* is not pronounced, just like the 'u' in the English word 'guess' is not pronounced.

Examples: *hamburguesa, seguir, guitarra, alguien*

## Tip box

To sound as fluent as possible in Spanish, it is important to think not just about what you say, but also how you say it. You also need to think about 'stress' (where the emphasis is placed within words); 'rhythm' (the beat and flow of the language in sentences) and 'pitch' (varying the tone of your language). Listen to as much authentic Spanish as possible and imitate as best as you can!

## Tip box

Reading aloud in Spanish poses challenges when you come across new words, or sometimes words just come out wrong when you read them off the page!

- Try to read and understand the sentence before you start.
- Work with a partner and seek their advice once you have finished.
- Practise reading aloud regularly.
- Record yourself and listen to it with a critical ear!

## Tip box

The rules of stress and accents

- Words that end in a vowel (a, e, i, o, u), an 'n' or an 's' are stressed on the last but one syllable.

Examples: trabajo → tra-ba-jo, practican → prac-ti-can,  
amigos → a-mi-gos

- Words that end in any other consonant are stressed on the last syllable.

Examples: compartir → com-par-tir, principal → prin-ci-pal,  
dificultad → di-fi-cul-tad

If a word has an accent on, it means that it does not follow the rule above and that you should stress it on the accented vowel. Examples: sábado, jóvenes, matemáticas.

Question words have accents (¿dónde?, ¿cómo?) and some words have accents to differentiate them from otherwise identical words: te (you), té (tea).





## Theme 1

# People and lifestyle

### Identity and relationships with others

- 1 Read the email from Graciela and match each name in bold to the correct person in the photo.

|                  |         |                |       |
|------------------|---------|----------------|-------|
| <i>el pelo</i>   | hair    | <i>corto/a</i> | short |
| <i>las gafas</i> | glasses | <i>negro/a</i> | black |
| <i>largo/a</i>   | long    | <i>rojo/a</i>  | red   |

¡Hola!

Esta es una foto de mi familia. Yo soy **Graciela** y vivo con todos ellos en Oaxaca. Tengo el pelo largo y negro. Tengo un hermano pequeño, **Lucas**, que solo tiene cuatro años. Mi madre se llama **Teresa** y también tiene el pelo largo y negro. Mi padre, **Juan**, tiene el pelo corto y es una persona alegre. Vivimos con mis abuelos. Mi abuela **María** tiene el pelo rojo. Mi abuelo **José** tiene gafas.

Un besito

Graciela



- 2 Graciela sends a text with a photo. Read the message and answer the questions.

- Who is the woman in the photo?
- What is the woman's relationship to the man in the photo?
- How old is the baby?



Mi prima Lorena y su marido tienen un bebé. Se llama Miguel y tiene cuatro meses.

- 3 Graciela sends another text with a photo. Read the message and answer the questions.

- Who is Sandra?
- How is Ana related to Sandra?
- Where do they live?



Esta es mi tía Sandra con su pareja Ana. Viven en un piso cerca de mi casa.

|                       |                 |
|-----------------------|-----------------|
| <i>la familia</i>     | family          |
| <i>la madre</i>       | mother          |
| <i>la madrastra</i>   | stepmother      |
| <i>el padre</i>       | father          |
| <i>el padrastro</i>   | stepfather      |
| <i>el hermano</i>     | brother         |
| <i>el hermanastro</i> | stepbrother     |
| <i>la hermana</i>     | sister          |
| <i>la hermanastra</i> | stepsister      |
| <i>el abuelo</i>      | grandfather     |
| <i>la abuela</i>      | grandmother     |
| <i>los abuelos</i>    | grandparents    |
| <i>el primo</i>       | cousin (male)   |
| <i>la prima</i>       | cousin (female) |
| <i>el marido</i>      | husband         |
| <i>la mujer</i>       | woman, wife     |
| <i>el bebé</i>        | baby            |
| <i>el tío</i>         | uncle           |
| <i>la tía</i>         | aunt            |
| <i>el/la pareja</i>   | partner         |



- 4  Listen to these people talking about members of their family. Choose the correct adjective from the table to describe each family member.

|   |             |
|---|-------------|
| A | boring      |
| B | fun         |
| C | good        |
| D | happy       |
| E | interesting |

|   |         |
|---|---------|
| F | lively  |
| G | nice    |
| H | popular |
| I | silly   |
| J | sporty  |

- |                            |                           |
|----------------------------|---------------------------|
| 1 aunt, uncle              | 4 boy cousin, girl cousin |
| 2 grandfather, grandmother | 5 mother, stepfather      |
| 3 brother, stepsister      |                           |

|                    |                |
|--------------------|----------------|
| <i>bueno/a</i>     | good           |
| <i>deportivo/a</i> | sporty         |
| <i>interesante</i> | interesting    |
| <i>popular</i>     | popular        |
| <i>simpático/a</i> | nice, friendly |
| <i>feliz</i>       | happy          |
| <i>aburrido/a</i>  | boring         |
| <i>tonto/a</i>     | silly          |
| <i>animado/a</i>   | lively         |
| <i>divertido/a</i> | fun            |

### Healthy living and lifestyle

- 5  Read what each person says about their lifestyle. Choose the correct number for the food / drink that each one mentions and the correct letter for the exercise.

a  **Andrés**  
Juego al baloncesto todos los sábados. Mi problema es que como demasiados caramelos.

b  **Daniela**  
Yo como cinco porciones de fruta y verduras cada día, pero no hago mucho ejercicio.

c  **Rodrigo**  
No me puedo resistir a las hamburguesas con patatas fritas. Doy un paseo todos los días.

d  **Laura**  
Tomo el café con mucho azúcar. Soy miembro de un equipo de fútbol.

|   |                  |
|---|------------------|
| 1 | burger and fries |
| 2 | fruit and veg    |
| 3 | too many sweets  |
| 4 | sugary coffee    |

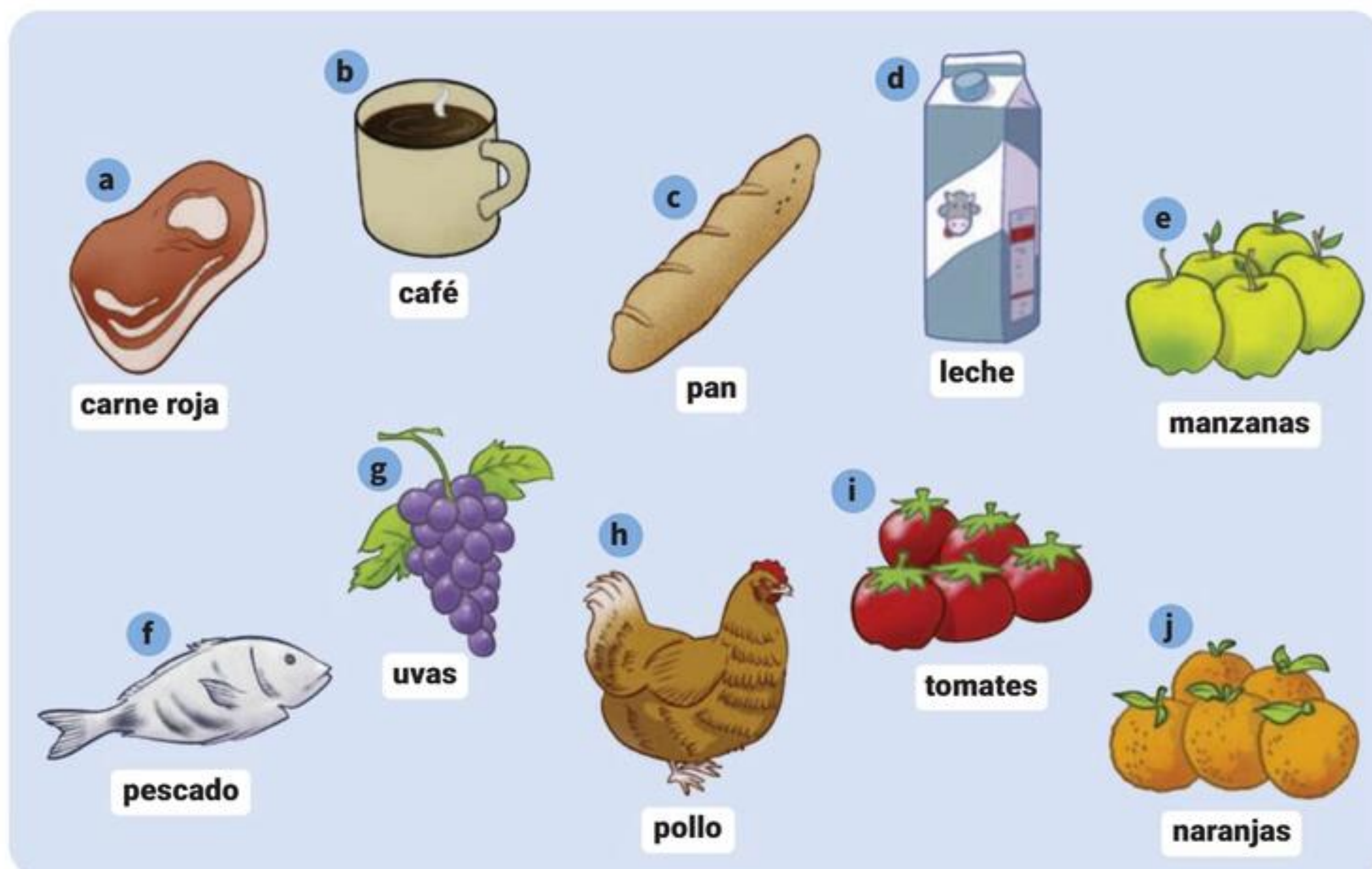
|   |                          |
|---|--------------------------|
| A | plays basketball         |
| B | doesn't do much exercise |
| C | goes for walks           |
| D | member of football team  |

|                           |                    |
|---------------------------|--------------------|
| <i>jugar</i>              | to play            |
| <i>el baloncesto</i>      | basketball         |
| <i>hacer</i>              | to do, make        |
| <i>el ejercicio</i>       | exercise           |
| <i>dar un paseo</i>       | to go for a walk   |
| <i>el miembro</i>         | member             |
| <i>el equipo</i>          | team               |
| <i>el fútbol</i>          | football           |
| <i>ir</i>                 | to go              |
| <i>la bicicleta</i>       | bicycle            |
| <i>la comida</i>          | food               |
| <i>la bebida</i>          | drink              |
| <i>el caramelo</i>        | sweet              |
| <i>la fruta</i>           | fruit              |
| <i>las verduras</i>       | vegetables         |
| <i>la sal</i>             | salt               |
| <i>el café</i>            | coffee             |
| <i>el azúcar</i>          | sugar              |
| <i>la hamburguesa</i>     | burger             |
| <i>las patatas fritas</i> | chips, fries       |
| <i>demasiado(s)</i>       | too much, too many |



- 6 Listen to five people talking about what they eat or drink and what they don't like. Copy and complete the table with the correct letters for each speaker (1–5).

|   | Eats / drinks | Does not eat / drink |
|---|---------------|----------------------|
| 1 |               |                      |



## Education

- 7 Pablo is describing a typical Monday for him, but his sentences are out of order. Put them in the correct order (1–12).

|   |                                                |
|---|------------------------------------------------|
| A | A las tres, como con mi familia.               |
| B | Después de la tercera clase, hay un recreo.    |
| C | Después del inglés tenemos religión.           |
| D | Durante el recreo como un bocadillo.           |
| E | La segunda clase es inglés.                    |
| F | Las clases terminan a las dos y media.         |
| G | Me lavo y me visto.                            |
| H | Me levanto a las siete.                        |
| I | Mi primera clase empieza a las ocho.           |
| J | Tenemos tres clases más, después del descanso. |
| K | Desayuno antes de ir al colegio.               |
| L | Vuelvo a casa.                                 |

|              |                   |             |                    |
|--------------|-------------------|-------------|--------------------|
| comer        | to eat            | vestirse    | to get dressed     |
| la comida    | food, meal        | levantarse  | to get up          |
| después de   | after             | empezar     | to start, begin    |
| la clase     | class             | tener       | to have            |
| el recreo    | break, break time | más         | more               |
| el bocadillo | sandwich          | el descanso | rest, break        |
| primero      | first             | el desayuno | breakfast          |
| segundo      | second            | el colegio  | school             |
| terminar     | to finish, to end | volver      | to return, go back |
| lavarse      | to have a wash    | la casa     | house, home        |



- 8**  Listen to five people (1–5) describing what they do in different subjects at school. Which subject is each one describing? Write the correct letter from the table.

|          |                  |          |             |
|----------|------------------|----------|-------------|
| <b>A</b> | biología         | <b>E</b> | geografía   |
| <b>B</b> | dibujo           | <b>F</b> | historia    |
| <b>C</b> | educación física | <b>G</b> | informática |
| <b>D</b> | francés          | <b>H</b> | matemáticas |

## Work

- 9**  Match these descriptions to the correct pictures.

- Trabajo en una empresa grande. Uso el ordenador mucho, contesto el teléfono y organizo el horario de mi jefe.
- Escribo artículos para revistas y periódicos; también entrevisto a personas importantes. El trabajo es muy interesante.
- Yo ayudo a las personas que están enfermas o que han tenido un accidente. Organizo sus medicinas y les doy consejos sobre su salud.
- Cuando la gente viene a cenar, los llevo a la mesa, les sirvo la comida y las bebidas y les doy la cuenta.
- Trabajo en un colegio y enseño matemáticas a los alumnos. Preparo las clases y corrijo los deberes.
- Puedes verme andando por las calles de la ciudad, normalmente con otro colega. Somos responsables de evitar la violencia y los robos, y de proteger a la gente.
- Toco la guitarra y soy miembro de un grupo. Hacemos conciertos en muchos sitios, a veces también en estadios.

|                            |                            |
|----------------------------|----------------------------|
| <i>el inglés</i>           | English                    |
| <i>la religión</i>         | Religious Education (R.E.) |
| <i>la biología</i>         | Biology                    |
| <i>la educación física</i> | P.E.                       |
| <i>el francés</i>          | French                     |
| <i>la geografía</i>        | Geography                  |
| <i>la historia</i>         | History                    |
| <i>la informática</i>      | ICT                        |
| <i>las matemáticas</i>     | Maths                      |
| <i>las ciencias</i>        | Science                    |



- 10**  Now choose the correct word in Spanish for each picture.

- |                                   |                        |
|-----------------------------------|------------------------|
| 1 el / la médico / a              | 4 el / la camarero / a |
| 2 el / la profesor / a            | 5 el / la policía      |
| 3 el / la empleado / a de oficina | 6 el / la músico       |
|                                   | 7 el / la periodista   |





# 1.1F ¿Qué tipo de persona eres?

- OBJECTIVES**
- Talking about personality
  - *ser* and *estar*
  - Adjective agreement
  - Pronunciation *ce, ci*

- 1 A new TV series set in a high school is starting in Argentina. Read the descriptions of the main characters and answer the questions.



Estos cinco estudiantes son buenos amigos. Graciela es una chica feliz, pero un poco nerviosa – especialmente con los animales. En el instituto, es perezosa. Óscar es muy listo y responsable; es muy trabajador y piensa que las ciencias son fáciles. Silvia es fuerte e independiente. Le gusta mucho el baloncesto y es miembro de un club deportivo. Raúl es muy divertido y gracioso; tiene una personalidad alegre y simpática. Miguel es más práctico que los otros y es muy artístico. Es un chico tranquilo.

Which character would say each of the following?

- |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>a I want to do it on my own.</p> <p>b My favourite subjects are Physics and Chemistry.</p> <p>c I really enjoy drawing.</p> <p>d I don't really feel like doing my homework.</p> <p>e Let's go and cheer up our friend who is upset.</p> | <p>f Don't worry, I know how to solve this difficulty.</p> <p>g Shall we have a game of basketball?</p> <p>h I've just heard a really good joke!</p> <p>i I can't walk past that house where there is a big dog.</p> <p>j Hey, I got 100% in the Physics exam!</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

- 2 Complete the sentences with the correct form of the adjectives in brackets and then translate the sentences into English.

- a Los perros están muy \_\_\_\_ (*tranquilo*) hoy.
- b Mis hijas son muy \_\_\_\_ (*listo*) y \_\_\_\_ (*serio*).
- c Creo que las ciencias son muy \_\_\_\_ (*difícil*).
- d Los estudiantes nunca son \_\_\_\_ (*perezoso*).
- e Mi hermana es \_\_\_\_ (*responsable*) y \_\_\_\_ (*trabajador*).
- f Mis amigos son \_\_\_\_ (*alegre*) y \_\_\_\_ (*simpático*).
- g Antonio es un chico bastante \_\_\_\_ (*independiente*).
- h Mi madre es \_\_\_\_ (*artístico*) y \_\_\_\_ (*simpático*).
- i Los estudiantes de esta clase son \_\_\_\_ (*trabajador*) y \_\_\_\_ (*feliz*).
- j María es una persona \_\_\_\_ (*fuerte*) y \_\_\_\_ (*práctico*).

## Gramática



### Adjective agreement

As well as adjectives ending in -o, there are other types, too. This is how they all agree:

| masc. sing.               | fem. sing.                 |
|---------------------------|----------------------------|
| -o ( <i>listo</i> )       | -a ( <i>lista</i> )        |
| -e ( <i>responsable</i> ) | -e ( <i>responsable</i> )  |
| -l ( <i>fácil</i> )       | -l ( <i>fácil</i> )        |
| -r ( <i>trabajador</i> )  | -ra ( <i>trabajadora</i> ) |
| -z ( <i>feliz</i> )       | -z ( <i>feliz</i> )        |

| masc. pl.                    | fem. pl.                     |
|------------------------------|------------------------------|
| -os ( <i>listos</i> )        | -as ( <i>listas</i> )        |
| -es ( <i>responsables</i> )  | -es ( <i>responsables</i> )  |
| -les ( <i>fáciles</i> )      | -les ( <i>fáciles</i> )      |
| -res ( <i>trabajadores</i> ) | -ras ( <i>trabajadoras</i> ) |
| -ces ( <i>felices</i> )      | -ces ( <i>felices</i> )      |



- 3 Listen to four people describing themselves. Which three adjectives do each of them use? Write the correct letters from the table.

|         |   |           |   |              |   |             |   |             |
|---------|---|-----------|---|--------------|---|-------------|---|-------------|
| 1 Paula | A | active    | E | fun          | I | independent | M | practical   |
| 2 Luis  | B | artistic  | F | funny        | J | lazy        | N | responsible |
| 3 Sofía | C | calm      | G | happy        | K | nervous     | O | serious     |
| 4 Jorge | D | difficult | H | hard-working | L | nice        | P | sporty      |

- 4 Listen to this short description and write it down in Spanish. You will hear it three times: once in full, then in sections and finally in full one more time.

- 5 Choose the correct form of *ser* or *estar* to complete the sentences.

- Mis hermanos **sois** / **son** / **estamos** prácticos.
- Muy bien, Carlos; ¡**es** / **estáis** / **eres** muy listo!
- Los perros **son** / **estamos** / **están** en el jardín.
- Tengo un examen hoy y **soy** / **estoy** / **eres** muy nervioso.
- Normalmente Ana **eres** / **es** / **están** muy alegre, pero hoy **está** / **es** / **soy** un poco seria.
- En general yo **soy** / **es** / **estoy** muy activa, pero esta mañana **soy** / **estoy** / **está** cansada.
- Mis amigos y yo **están** / **somos** / **estamos** en mi dormitorio, jugando a videojuegos.

- 6 Work with a partner and use your imagination to describe the personalities of these young people.



- 7 Choose three people that you know, either friends or family. Write two sentences about each one to describe their personality.

## Pronunciación



### ce, ci

In Spanish pronunciation, when *c* is followed by *e* or *i*, it is pronounced like 'th' in the English word 'thin'.

Examples: *fácil*, *difícil*, *centro*, *doce*

In Central and South America, *c* followed by *e* or *i* is pronounced just like 's'.

## Los verbos



### ser and estar

The two verbs 'to be' in Spanish are *ser* and *estar*. When they are followed by an adjective, *ser* is used if the adjective describes a permanent characteristic (like 'clever' or 'artistic'). *Estar* is used if the adjective is a temporary state (like 'nervous' because you have a test, or 'serious' because you are concentrating on something).

When you are saying where someone or something is, always use *estar*.

*Estoy en casa.* I am at home.

*El libro está en la mesa.* The book is on the table.

This is the present tense of *ser* and *estar*:

| <i>ser</i>   | <i>estar</i>   |                 |
|--------------|----------------|-----------------|
| <i>soy</i>   | <i>estoy</i>   | I am            |
| <i>eres</i>  | <i>estás</i>   | you (sing.) are |
| <i>es</i>    | <i>está</i>    | he/she/it       |
| <i>somos</i> | <i>estamos</i> | we are          |
| <i>sois</i>  | <i>estáis</i>  | you (pl.) are   |
| <i>son</i>   | <i>están</i>   | they are        |





# 1.1H Personalidad y aspecto físico

## OBJECTIVES

- Describing people
- The definite article
- Present tense of *tener*
- Pronunciation ñ

1 Carlos is writing an email about his new friends at university. Which two adjectives match each person?

- a Hugo                      c Bruno  
b Rafael                    d Álex

|   |           |   |           |
|---|-----------|---|-----------|
| A | ambitious | F | lively    |
| B | angry     | G | practical |
| C | boring    | H | proud     |
| D | capable   | I | serious   |
| E | different | J | timid     |

carlos@claromail.es

Hay un chico que se llama Hugo. Tiene el pelo largo y moreno y los ojos verdes. Hasta ahora, parece un poco orgulloso y serio; tiene una cara triste y no es popular entre los otros. Hay un chico muy alto, Rafael, con el pelo negro y ojos grises. Parece muy capaz y práctico, y tiene una actitud positiva y optimista. Bruno es una persona interesante con sus tatuajes y su pelo azul. Parece muy animado y los otros piensan que es muy ambicioso. Álex es distinto de los otros; no le gusta hablar con gente desconocida porque no tiene mucha confianza. Con su pelo corto y rubio y sus ojos marrones, tiene un aspecto muy agradable.

2 Complete the sentences with the correct form of the definite article.

- a Mi madre tiene \_\_\_ pelo largo.  
b Soy rubia y tengo \_\_\_ ojos morenos.  
c Jordi tiene \_\_\_ gafas azules.  
d Después de estar al sol, Laura tiene \_\_\_ piel muy roja.  
e En la foto, Emma tiene \_\_\_ camiseta blanca.  
f Para ir a la fiesta, Álex lleva \_\_\_ pantalón gris.  
g Nuestro gato tiene \_\_\_ pelo negro y blanco.  
h ¿Qué pasa con Rodrigo? Tiene \_\_\_ cara muy seria.

## Gramática



### The definite article

When referring to your own or someone else's body parts or items of clothing, you need to insert the definite article (*el, la, los, las*) before the noun. For example, if a person has blue eyes, the definite article needs to be added before 'eyes': *tiene los ojos azules*.

3 A casting director is looking for people to star in a new film. She describes the appearance of the actors she needs and the personality of the character each one will play. Complete the table.

|   | Character name | Physical characteristics (x2) |  | Aspects of personality (x2) |  |
|---|----------------|-------------------------------|--|-----------------------------|--|
| a | Mauricio       |                               |  |                             |  |
| b | Josefina       |                               |  |                             |  |
| c | Eduardo        |                               |  |                             |  |
| d | Esther         |                               |  |                             |  |
| e | Mariana        |                               |  |                             |  |



4  Translate these sentences into Spanish.

- a You (sing.) have a very positive attitude.
- b My parents have very different personalities.
- c I have brown eyes and black hair.
- d Ricardo has a very interesting tattoo.
- e Do you (pl.) have a small grey dog?
- f My sisters and I have blue eyes and blond hair.
- g Tomás is a very tall man and he has a pleasant face.
- h You (masc. sing.) are very capable and hard-working, and you have confidence.
- i She is not a calm person; she has a nervous personality.

**Pronunciación**



**ñ**

The ñ sound in *pequeño* is pronounced like the 'ni' in 'onion'.

Examples: *España, señor, año*

**¡Atención!**



When translating 'very positive attitude', 'positive' is the adjective so it will go after the noun 'attitude'. 'Very' goes with 'positive'. The word order will be 'attitude very positive'. Bear this in mind for the other sentences, too.

**Los verbos**



**Present tense of tener**

This is the present tense of the irregular verb *tener*.

|                |                  |
|----------------|------------------|
| <i>tengo</i>   | I have           |
| <i>tienes</i>  | you (sing.) have |
| <i>tiene</i>   | he/she/it has    |
| <i>tenemos</i> | we have          |
| <i>tenéis</i>  | you (pl.) have   |
| <i>tienen</i>  | they have        |

This is a very important verb used to express ownership. It implies that someone 'owns' or 'possesses' something, such as 'I have brown eyes' or 'We have a small dog'. It is also used to express age: *Tengo dieciséis años* – I am sixteen (literally 'I have sixteen years'). It is not used to create tenses like 'I have seen the film'. The verb *haber* is used for this purpose, and you will learn about it later on in the course.

5  In pairs, take turns to describe someone you know. You can use this grid for ideas.

|                       |                                                                                                      |             |                                                                                                                                                                    |                                        |                                                                                                                                                                                |
|-----------------------|------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Mi</i>             | <i>amigo/a<br/>padre/madre<br/>hermano/a<br/>abuelo/a<br/>padraastro/madrastra<br/>hermanastro/a</i> | <i>es</i>   | <i>alto/a<br/>bajo/a<br/>pequeño/a<br/>moreno/a<br/>delgado/a</i>                                                                                                  | <i>y</i><br><br><br><br><br><i>con</i> | <i>moreno/a.<br/>rubio/a.<br/><br/><br/><br/><br/>el pelo marrón/moreno/<br/>negro/rubio.</i>                                                                                  |
| <i>Tiene los ojos</i> | <i>azules<br/>grises<br/>verdes<br/>marrones</i>                                                     | <i>y es</i> | <i>alegre<br/>feliz<br/>serio/a<br/>trabajador/a<br/>práctico/a<br/>capaz<br/>fuerte<br/>animado/a<br/>gracioso/a<br/>divertido/a<br/>positivo/a<br/>optimista</i> | <i>y</i>                               | <i>alegre.<br/>feliz.<br/>serio/a.<br/>trabajador/a.<br/>práctico/a.<br/>capaz.<br/>fuerte.<br/>animado/a.<br/>gracioso/a.<br/>divertido/a.<br/>positivo/a.<br/>optimista.</i> |





# 1.2F Los amigos

- OBJECTIVES**
- Relationships with friends
  - Possessive adjectives
  - Reflexive verbs
  - Pronunciation z

1 Julia has done a magazine quiz. Read the answers that she has ticked and answer the questions.

## ¿Eres un buen amigo?

### ¿Cómo te llevas con tus amigos?

- Nuestras relaciones son bastantes buenas. ☐
- Me llevo muy, muy bien con mis amigos. ☒
- A veces discutimos. ☐

### ¿Escuchas a tus amigos?

- Escucho a mis amigos cuando tienen problemas. ☒
- Sí, pero hablan demasiado. ☐
- Claro, y ellos me escuchan a mí también. ☐

### ¿Te pones en contacto con ellos con frecuencia?

- Sí, hablo con mis amigos todos los días. ☒
- Cuando me acuerdo. ☐
- Solo en el instituto. ☐

### ¿Hay algo en tus relaciones con tus amigos que te preocupa?

- Me preocupo si mis amigos no contestan mis mensajes de texto. ☒
- Sí, cuando mis amigos salen sin mí. ☐
- No, no hay ningún problema. ☐

### ¿Guardas secretos?

- No, en eso soy fatal. ☐
- Normalmente, pero no siempre. ☐
- Siempre guardo los secretos de mis amigos. ☒

### ¿Te peleas con tus amigos?

- Al menos una vez a la semana. ☐
- Con algunos, sí, porque me molestan. ☐
- Raramente me peleo con mis amigos. ☒

### ¿Cuál es la definición de 'buen amigo'?

- Siempre está ahí para sus amigos. ☒
- Te ayuda si tienes un problema. ☐
- Tenéis mucho en común. ☐

### How do you know that Julia...?

- a is a good listener
- b is not argumentative
- c has a good relationship with friends
- d can be trusted not to gossip about her friends
- e keeps in touch with her friends
- f sometimes gets anxious about her friendships
- g would be a good friend to have, according to her definition

2 A boy is telling his father about two friends, Mateo and Pablo. What does he mention about each one? Write down the correct letters for each friend. You will not need all the options.

|   |                     |
|---|---------------------|
| A | can't be trusted    |
| B | gets on very well   |
| C | has a lot in common |
| D | is good fun         |
| E | quite sporty        |

|   |                 |
|---|-----------------|
| F | fighting        |
| G | very different  |
| H | a good listener |
| I | patient         |
| J | lazy            |

### Pronunciación



#### z

In Spanish pronunciation, the letter z is always pronounced like 'th' in 'thin' (just like the c in *ci* and *ce*.) The sound z is used instead of c when the following vowels are a, o or u; also, when the 'th' sound comes at the end of the word.

Examples: **zapato**, **zona**, **azul**, **actriz**

In Central and South America (and some parts of southern Spain), the letter z is pronounced just like 's'.



- 3  Listen to a short description and write it down in Spanish. You will hear it three times: once in full, then in sections and finally in full one more time.
- 4  Choose the correct possessive adjective to complete the sentences.
- Creo que **nuestro** / **nuestros** / **nuestras** padres son muy pacientes.
  - A veces me peleo con **mi** / **mis** / **sus** amiga.
  - ¿Te llevas bien con **tu** / **tus** / **mi** amigos?
  - Los niños se preocupan por **vuestros** / **mis** / **su** perro.
  - Carlos, te pareces mucho a **sus** / **vuestra** / **tu** hermano.
  - Mi hija se lleva bien con **su** / **sus** / **mi** amigas.
  - Voy al estadio con **mi** / **vuestro** / **mis** amigos.
  - Hijos, ¿por qué os peleáis con **vuestro** / **vuestros** / **vuestras** primos?
  - Mi hermano y yo vamos al fútbol con **nuestro** / **su** / **nuestros** padrastro.
  - El profesor siempre escucha **nuestro** / **nuestros** / **nuestras** ideas.
- 5  Complete the sentences with the correct pronoun (*me, te, se, nos, os*).
- Mi hermano \_\_\_ parece mucho a nuestro padre.
  - Tú \_\_\_ levantas muy temprano.
  - Yo \_\_\_ preocupo por mi amiga.
  - El actor \_\_\_ divorcia de su mujer.
  - ¿Cómo \_\_\_ llamas?
  - Yo \_\_\_ peleo con mis compañeros todo el rato.
  - Laura \_\_\_ casa con Martina el sábado.
  - Mis padres \_\_\_ preocupan mucho por mi hermano.
  - Los domingos \_\_\_ levantáis tarde.
  - Daniel y yo \_\_\_ casamos el año próximo.
- 6  Work with a partner. Look back at the vocabulary in the quiz in activity 1. Take turns to tell your partner what a marvellous friend you are!
- 7  Write six sentences beginning with the phrase *El amigo ideal...* or *La amiga ideal...*

|                                |                             |
|--------------------------------|-----------------------------|
| <i>pelearse</i>                | to fight                    |
| <i>preocuparse por</i>         | to worry about              |
| <i>casarse con</i>             | to get married to           |
| <i>levantarse</i>              | to get up                   |
| <i>divorciarse</i>             | to get divorced             |
| <i>parecerse a</i>             | to look like                |
| <i>llevarse bien / mal con</i> | to get on well / badly with |

## Gramática



### Possessive adjectives

These adjectives agree with the **following** word.

|              | masc. sing.    | fem. sing.     |
|--------------|----------------|----------------|
| my           |                | <i>mi</i>      |
| your (sing.) |                | <i>tu</i>      |
| his/her/its  |                | <i>su</i>      |
| our          | <i>nuestro</i> | <i>nuestra</i> |
| your (pl.)   | <i>vuestro</i> | <i>vuestra</i> |
| their        |                | <i>su</i>      |

|              | masc. pl.       | fem. pl.        |
|--------------|-----------------|-----------------|
| my           |                 | <i>mis</i>      |
| your (sing.) |                 | <i>tus</i>      |
| his/her/its  |                 | <i>sus</i>      |
| our          | <i>nuestros</i> | <i>nuestras</i> |
| your (pl.)   | <i>vuestros</i> | <i>vuestras</i> |
| their        |                 | <i>sus</i>      |

## Los verbos



### Reflexive verbs

There are several reflexive verbs in Spanish, more than in English. A reflexive verb is one that has a pronoun with it, like 'I enjoy **myself**', or 'he hurt **himself**'. The verb is formed in the normal way, but it needs a pronoun (the '-self' word) with it. You will know which verbs are reflexive because they have -se on the end of the infinitive.

This is *llamarse* (to be called) in the present tense.

|                     |                                         |
|---------------------|-----------------------------------------|
| <i>me llamo</i>     | I am called (literally 'I call myself') |
| <i>te llamas</i>    | you (sing.) are called                  |
| <i>se llama</i>     | he, she, it is called                   |
| <i>nos llamamos</i> | we are called                           |
| <i>os llamáis</i>   | you (pl.) are called                    |
| <i>se llaman</i>    | they are called                         |



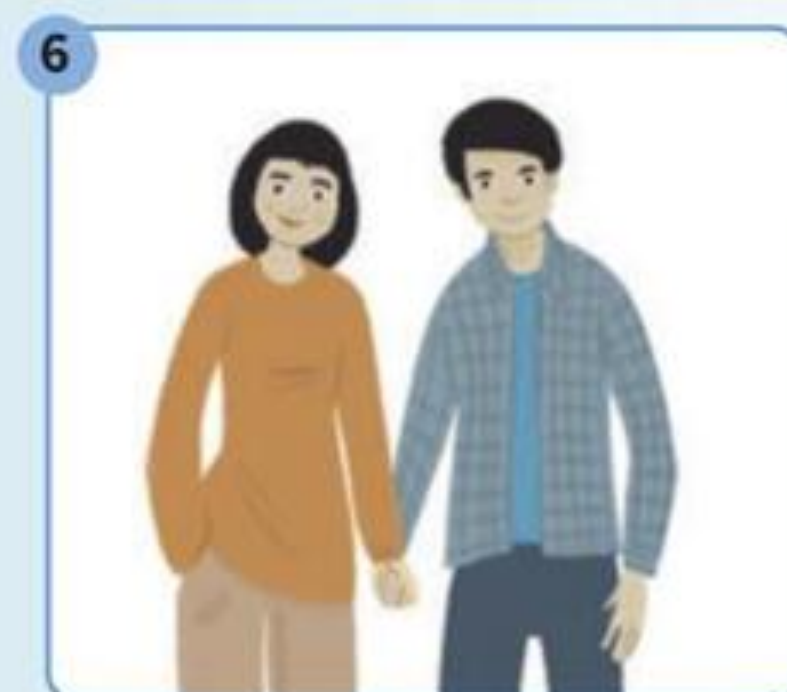
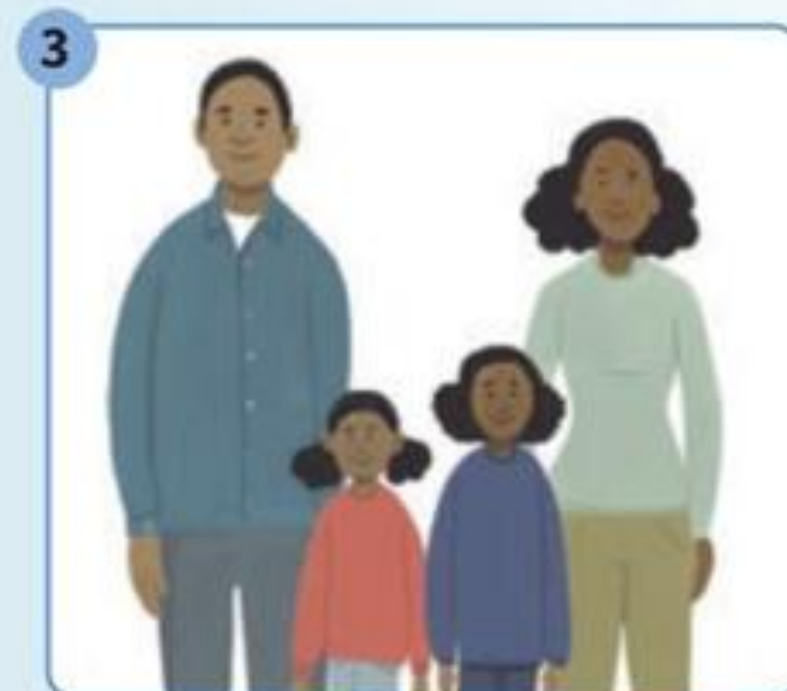


# 1.2H La familia moderna

## OBJECTIVES

- Modern families
- Common irregular verbs
- Using linking words

1 Read the descriptions and match each one to the correct family picture.



|   | Tipo de familia       | Descripción                                                                                              |
|---|-----------------------|----------------------------------------------------------------------------------------------------------|
| a | Familia homoparental  | Una pareja del mismo sexo con hijos biológicos o adoptados.                                              |
| b | Familia monoparental  | Un solo padre (puede ser madre o padre) y los hijos.                                                     |
| c | Familia nuclear       | Padre, madre y los hijos; es la familia tradicional.                                                     |
| d | Familia sin hijos     | Cuando una pareja no tiene hijos.                                                                        |
| e | Familia extendida     | Familia con diversos miembros familiares de la misma familia: padres, hijos, abuelos, tíos, primos, etc. |
| f | Familia reconstituida | Formada por la combinación de dos o más familias diferentes.                                             |

2 Listen to six people describing their family.  
Match each one to the family types (A–F) in activity 1.

3 Listen to the descriptions again and write the Spanish for the following words / phrases:

- |                   |                           |
|-------------------|---------------------------|
| a understanding   | e together                |
| b love, affection | f complicated             |
| c typical         | g they are separated      |
| d large family    | h we help our dad at home |



4  Complete the sentences with the correct form of the verbs in brackets.

- Los sábados, yo \_\_\_ (*dar*) un paseo con mi padre y el perro.
- Mi tía \_\_\_ (*decir*) que no quiere tener hijos.
- Visitamos a mis abuelos los domingos y yo siempre \_\_\_ (*traer*) caramelos.
- Yo \_\_\_ (*proteger*) a mi hermana en el instituto porque es muy pequeña.
- Me llevo bien con mi madrastra y a veces \_\_\_ (*salir*) de tiendas con ella.
- Yo me \_\_\_ (*parecer*) mucho a mi hermano.
- Ayudo a mis madres en casa y \_\_\_ (*hacer*) las comidas con ellas.
- Yo me \_\_\_ (*poner*) muy nerviosa cuando mis hermanos se pelean.
- Hay una familia numerosa en mi calle; \_\_\_ (*conocer*) al hijo mayor.
- Hijos, \_\_\_ (*ir*) a visitar a vuestro padre este fin de semana.

5  Join these phrases together with either *que*, *donde* or *cuando* as appropriate. Write out the full sentence in each case.

- Hago deporte con mis primos. Voy de vacaciones con ellos.
- Me llevo bien con mis abuelos. Me quedo en su casa.
- Siempre mando mensajes a mis primos. Viven en Argentina.
- Tengo un dormitorio bonito. Hago los deberes.
- Tengo una hermana mayor. Se parece mucho a mi madre.
- Vivo en un pueblo grande. Hay muchas tiendas.
- Conozco a una chica cubana. Vive en Madrid ahora.
- Me peleo con mi hermana. Vemos la tele juntos.

6  Work with a partner. Cover up the descriptions in activity 1 and take turns to describe the families in the picture. Also, use the categories from the *Tipo de familia* column of the table.

|                |                                                                                                          |     |                                                                          |   |                                             |
|----------------|----------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------|---|---------------------------------------------|
| Es una familia | homoparental.<br>monoparental.<br>nuclear.<br>sin hijos.<br>extendida.<br>reconstituida.<br>tradicional. | Hay | el padre / dos padres<br>la madre / dos madres<br>el abuelo<br>la abuela | y | un hijo / dos hijos<br>una hija / dos hijas |
|----------------|----------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------|---|---------------------------------------------|

Los verbos



Common irregular verbs

- These verbs are irregular in the 1st person singular **only**: *salir* – *salgo*, *hacer* – *hago*, *dar* – *doy*, *poner* – *pongo*.
- Verbs whose infinitives end in *-cer* change to *-zco* in the 1st person singular: *conocer* – *conozco*, *parecer* – *parezco*.
- Verbs whose infinitives end in *-er* change to *-aigo* in the 1st person singular: *caer* – *caigo*, *traer* – *traigo*.
- Verbs whose infinitives end in *-ger* change to *-jo* in the 1st person singular: *coger* – *cojo*, *escoger* – *escojo*, *proteger* – *protejo*.
- The present tense of *ir* is: *voy*, *vas*, *va*, *vamos*, *vais*, *van*.
- The present tense of *decir* is: *digo*, *dices*, *dice*, *decimos*, *decís*, *dicen*.

Gramática



Using linking words

When you want to extend your sentences, you can use *que* (that, who), *cuando* (when) and *donde* (where) to link two phrases together.

*Tengo un perro grande. Se llama Tobi.* →  
*Tengo un perro grande **que** se llama Tobi.*

*Esta es mi casa. Vivo aquí con mis padres.* →  
*Esta es la casa **donde** vivo con mis padres.*

*Visito a mi padre los fines de semana. Comparto el dormitorio con mi hermanastro.* →  
*Comparto el dormitorio con mi hermanastro **cuando** visito a mi padre los fines de semana.*

7  Translate these sentences into Spanish.

- I look like my brother.
- She gets on well with her stepfather.
- I argue with my mother.
- I fight with my brother when we share a room.
- I protect my sister when we go out.

8 Write around 60 words about your family.





## 2.1F ¿Estás en forma?

### OBJECTIVES

- Keeping fit
- *al* and *del*
- Radical-changing verbs
- Pronunciation //

### 1 Who said what? Match the statements to the correct person.



**Darío**

La actividad que prefiero es el baile hip hop. Voy a clases en un estudio con otros jóvenes. Tienes que ser muy fuerte y es muy rápido. Pienso que tengo una dieta equilibrada y evito comer mucha grasa. Por supuesto, nunca fumo.



**Olivia**

Me encanta nadar y soy miembro de un club de natación. Me entreno en la piscina cuatro veces a la semana. Llevo una dieta sana – pescado, pollo y todo tipo de fruta. Evito la comida rápida (pero a veces me gusta comer patatas fritas).



**Alicia**

Yo juego en un equipo de baloncesto. Entrenamos los sábados y hay partidos los domingos. Este año esperamos ganar la copa. Como muchos platos vegetarianos y un montón de verduras. Los fines de semana me permito una hamburguesa.

- a I go training several times a week.
- b I take part in competitive sport on Sundays.
- c Occasionally I might have some chips.
- d It's a really fast activity.
- e I love all types of fruit.
- f Smoking? No way!
- g I keep off meat a lot of the time.
- h This needs good body strength.
- i Our team should do well this season.
- j I avoid fatty food.

### 2 Listen to five people talking. For each person (1–5), write down the exercise they do and the food or meal that they mention.

### Cultura



The two most popular sports in Spain are football and basketball. Among the top ten are also tennis, golf, cycling and swimming. A fast-growing sport is 'pádel' or 'paddle tennis'. This has around 2 million players and is similar to tennis, but is played with four people and uses different shaped rackets.

In South America, football is by far the most popular sport. In Central America, baseball has a large following due to the influence of their neighbour, the United States.



## Los verbos



### Radical-changing verbs

A number of Spanish verbs have a spelling change in the stem of certain persons of the verb. The endings follow the usual rules. This is how the three verb types behave.

|             | 'e' changes to 'ie'<br><i>pensar</i> (to think) | 'o' changes to 'ue'<br><i>volver</i> (to return) | 'e' changes to 'i'<br><i>pedir</i> (to ask for) |
|-------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------|
| I           | <i>pienso</i>                                   | <i>vuelvo</i>                                    | <i>pido</i>                                     |
| you (sing.) | <i>piensas</i>                                  | <i>vuelves</i>                                   | <i>pides</i>                                    |
| he/she/it   | <i>piensa</i>                                   | <i>vuelve</i>                                    | <i>pide</i>                                     |
| we          | <i>pensamos</i>                                 | <i>volvemos</i>                                  | <i>pedimos</i>                                  |
| you (pl.)   | <i>pensáis</i>                                  | <i>volvéis</i>                                   | <i>pedís</i>                                    |
| they        | <i>piensan</i>                                  | <i>vuelven</i>                                   | <i>piden</i>                                    |

Other 'e' > 'ie' verbs: *divertirse, entender, querer, cerrar, empezar, perder*

Other 'o' > 'ue' verbs: *poder, contar, dormir, costar, encontrar, mostrar, probar*

Other 'e' > 'i' verbs: *repetir, vestir(se)*

### 3 Complete the sentences with the correct form of the verbs in brackets.

- Mi hermano \_\_\_ (*volver*) de jugar al fútbol con el equipo de su instituto.
- ¿Tú \_\_\_ (*pensar*) que tienes una dieta sana?
- La chica normalmente \_\_\_ (*pedir*) agua con las comidas.
- ¿\_\_\_ (*volver*) ahora del partido de baloncesto con tus amigos?
- Yo evito la grasa y \_\_\_ (*pedir*) hamburguesas bajas en grasa.
- Yo \_\_\_ (*pensar*) que es importante tener una dieta equilibrada.
- ¿Por qué \_\_\_ (*pedir, tú*) patatas fritas? Tienen mucha sal.
- Chicos, ¿qué \_\_\_ (*pensar, vosotros*) de la comida rápida?
- Mi hermano y yo \_\_\_ (*volver*) del colegio con nuestro padre.
- Los niños siempre \_\_\_ (*pedir*) caramelos en el supermercado.

### 4 Complete the sentences with the correct words from the box.

al (x2)   a la   a los   del (x2)   de la   de las

- No hago mucho ejercicio, pero voy \_\_\_ instituto en bicicleta.
- Mañana vamos \_\_\_ piscina.
- Los beneficios \_\_\_ deporte son muy claros.
- El agua \_\_\_ piscina está muy fría.
- Los miembros \_\_\_ club se entrenan para ganar.
- No me gusta hacer deporte, pero voy \_\_\_ estadio para ver el fútbol.
- ¿Vas \_\_\_ partidos cuando tu equipo juega en casa?
- El precio \_\_\_ hamburguesas es muy caro.

### 5 Work with a partner. Student A reads aloud Darío's text in activity 1. Student B suggests any corrections needed in pronunciation and then asks these questions for Student A to answer.

¿Qué actividad prefiere Darío?

¿Cómo describe el baile?

¿Cómo es su dieta?

Student B now reads aloud Olivia's text and answers the questions.

¿Cuál es su deporte favorito?

¿Cuándo entrena?

¿Qué más come?

### 6 Write a paragraph about your exercise, what you eat and what you avoid.

Example: *La actividad que prefiero es...  
Tengo una dieta (bastante)  
sana porque como... Evito...*

## Pronunciación



//

The double *l* is pronounced like the 'li' in 'million'. Examples are: *pollo, me llamo*.

In some parts of Spain 'll' can be pronounced like a 'y' or even like the English 'j'.

## Gramática



### al and del

When *de* (of, from) and *a* (at, to) are followed by *el* (the masculine singular 'the'), they form one word, like this:

*Soy miembro **del** club de baloncesto.*  
(*de + el*)

*Vamos **al** estadio cuando juega nuestro equipo.*  
(*a + el*)





## 2.1H Cuidar de tu salud

- OBJECTIVES**
- Looking after your health
  - Expressions using *tener*
  - Question words

### 1 Read the comments made by three young people. Then answer the questions.



**Guillermo**

Yo hago ejercicio porque me gusta, pero también porque es importante cuidar del cuerpo. Cuando estás en forma, tu corazón se siente más sano, tienes más energía y hay menor riesgo de enfermedad.



**Andrea**

Tenemos que recordar que la salud mental es tan importante como la salud física. Para mí, lo más importante es evitar el estrés y tener tiempo para reflexionar. Por eso, me gusta pasar tiempo en el campo respirando aire puro.



**Natalia**

El cuerpo tiene que descansar y es importante dormir bien, idealmente unas ocho horas cada noche. También tienes que cuidar la piel; por ejemplo, usando una crema cuando estás al sol.

- Why does Guillermo exercise? Give **two** reasons.
- What does he say are the **three** benefits of being fit?
- What does Andrea say about mental health?
- What is most important to Andrea?
- What does Andrea like to do? Give full details.
- What does Natalia say about the body?
- How do we achieve this?
- What else does she say we need to do?
- What does she recommend as an example?

### 2 Listen to six people (1–6) giving advice and match them to the topic in the grid. There are two topics you don't need.

|          |                                |
|----------|--------------------------------|
| <b>A</b> | changing your lifestyle        |
| <b>B</b> | drinking water                 |
| <b>C</b> | finding ways to avoid stress   |
| <b>D</b> | getting a good night's sleep   |
| <b>E</b> | getting out into the fresh air |
| <b>F</b> | having a healthy breakfast     |
| <b>G</b> | switching to a vegan diet      |
| <b>H</b> | taking care in the sun         |

### 3 Match the statements (a–g) to the reactions (1–7).

- Recomiendan seis a ocho vasos de agua por día, ¿verdad?
- Señor, ¿puedo abrir la ventana?
- Tengo que tomar algo, no puedo esperar hasta la cena.
- Mis padres me compran una bicicleta nueva mañana.
- Hace mucho sol; voy a quedarme con los niños en casa.
- Voy a poner la calefacción.
- No quiero café; necesito agua.

- ¿Tienes calor?
- ¡Qué bien! Tienes suerte.
- ¿Tienes frío?
- Sí, tienes razón.
- Es lo mejor cuando tienes sed.
- ¿Tienes hambre?
- Sí, mejor tener cuidado.

### Los verbos



#### Phrases with *tener*

These useful expressions all contain the verb *tener*:

|                               |                             |
|-------------------------------|-----------------------------|
| <i>tener calor</i>            | to be hot (of a person)     |
| <i>tener frío</i>             | to be cold (of a person)    |
| <i>tener hambre</i>           | to be hungry                |
| <i>tener sed</i>              | to be thirsty               |
| <i>tener suerte</i>           | to be lucky                 |
| <i>tener razón</i>            | to be right                 |
| <i>tener cuidado</i>          | to be careful, to take care |
| <i>tener que + infinitive</i> | to have (got) to ...        |



4  Translate these sentences into Spanish.

- a You (sing.) have to take care when the sun is strong.
- b I have to drink more water.
- c He has got to eat more fruit and vegetables.
- d We have to look after our health.
- e They have to do more exercise.

5  Complete each sentence with the correct question word.

- a ¿\_\_\_ vasos de agua bebes por día?
- b ¿\_\_\_ es esta manzana? Es de Ana.
- c ¿\_\_\_ quieres? ¿El grande o el pequeño?
- d ¿\_\_\_ vive en esta casa?
- e ¿\_\_\_ vas de vacaciones, a la playa o al campo?
- f ¿\_\_\_ tiempo pasas viendo la tele?
- g ¿\_\_\_ está el jamón? Está en el frigo.
- h ¿\_\_\_ estás hoy? ¿Mejor?
- i ¿\_\_\_ es tu cumpleaños?
- j ¿\_\_\_ quieres para la cena?
- k ¿\_\_\_ evitas la sal?
- l ¿\_\_\_ hablas? Con David.

Gramática



Question words

It is very important to learn these question words:

|           |           |
|-----------|-----------|
| ¿qué?     | what?     |
| ¿cómo?    | how?      |
| ¿cuándo?  | when?     |
| ¿dónde?   | where?    |
| ¿adónde?  | where to? |
| ¿por qué? | why?      |

|                        |                    |
|------------------------|--------------------|
| ¿quién, quiénes?       | who?               |
| ¿a quién, a quiénes?   | to whom?           |
| ¿de quién, de quiénes? | whose?             |
| ¿cuál, cuáles?         | which (one, ones)? |
| ¿cuánto, -a?           | how much?          |
| ¿cuántos, -as?         | how many?          |

6  Look back at the vocabulary on these two pages and work with a partner to give health advice.

This grid will give you some ideas for starting your recommendations.

|                            |               |                |
|----------------------------|---------------|----------------|
| Para estar en forma,       | tienes que    | cuidar ...     |
| Para llevar una vida sana, | es importante | hacer ...      |
| Para mejorar tu dieta,     | lo ideal es   | beber ...      |
|                            |               | comer ...      |
|                            |               | dormir ...     |
|                            |               | participar ... |
|                            |               | evitar ...     |

7  Choose to be either Paco or Pepe and imagine their lifestyle. Write a few sentences to describe how he spends his day.







## 2.2F Tipos de dietas

### OBJECTIVES

- Different types of diet
- Subject pronouns
- The immediate future tense
- Pronunciation *gue, gui*

- 1 Read what three young people say about their diet. Complete the text with the correct words from the box.

sur falta producto carne veterinaria  
plantas larga corazón medio ambiente roja

### Pronunciación



#### *gue, gui*

When the letter *g* is followed by *ue* or *ui*, the *g* is hard, like the 'g' in 'garden'. The *u* is not pronounced, just like the 'u' in the English word 'guess' is not pronounced.

Examples: *hamburguesa, seguir, guitarra, alguien*



**Valeria**

Yo soy vegetariana – no como ni (a) \_\_\_\_ ni pescado. Me gustan mucho los animales y en el futuro voy a ser (b) \_\_\_\_\_. Como huevos y bebo leche. En general, es una dieta muy sana y no hay una (c) \_\_\_\_ de proteína porque puedes sacar proteína de muchos otros tipos de comida.



**Marcos**

Yo soy vegano. No como ningún (d) \_\_\_\_ de origen animal, toda mi comida viene de las (e) \_\_\_\_\_. Es una dieta buena para el (f) \_\_\_\_ y me ayuda a mantenerme sano. Lo más importante es que es bueno para el (g) \_\_\_\_\_.



**Emma**

Aquí en España, y en otras regiones del (h) \_\_\_\_ de Europa, seguimos la dieta mediterránea. Esta consiste en mucha verdura y fruta, bastante pescado y poca carne (i) \_\_\_\_\_. Es una dieta muy sana y los médicos dicen que, si sigues esta dieta, puedes vivir una vida más (j) \_\_\_\_ y más sana.



- 2 Listen to six people talking about different eating habits and answer the questions.

- a**
- 1 What does he think about the diets he sees online and in magazines?
  - 2 What two things does he recommend for a healthy lifestyle?

- b**
- 1 What is her mother trying to do?
  - 2 What does she do during the week?
  - 3 What does she do at weekends?

- c**
- 1 What is most important to him?
  - 2 How does he achieve this?

- d**
- 1 Where does her sister work?
  - 2 What has she been having for lunches?
  - 3 What does she plan to take for lunch in the future?

- e**
- 1 What does his little brother like?
  - 2 What are his parents worried about?

- f**
- 1 What sort of diet does she have?
  - 2 Now transcribe (write in Spanish) the two sentences that the girl says.



3  Translate these sentences into English.

- a Va a beber más agua.
- b Voy a tomar el desayuno.
- c ¿Vas a ser veterinario?
- d Vamos a dormir.
- e Van a seguir una dieta sana.

4  Translate these sentences into Spanish.

- a I am going to eat a sandwich.
- b She is going to try the fish.
- c Are you (sing.) going to serve the food?
- d We are going to drink water.
- e They are going to avoid the chips.

5  Write out the sentences with the correct subject pronoun. The verb ending or adjectives will tell you which one you need.

- a Mi hermano come mucha carne, pero \_\_\_ prefiero el pescado.
- b Yo tomo el café con leche, ¿cómo lo tomas \_\_\_?
- c Estos son mis hermanos, José y Eva. \_\_\_ es vegetariano y \_\_\_ es vegana.
- d Salgo a cenar con mis amigos. Yo quiero comida china, pero \_\_\_ prefieren mexicana.
- e Vamos al restaurante francés. ¿Adónde vais \_\_\_?

6  Work with a partner. Student A reads Valeria's text out loud from activity 1 and then Student B asks these questions.

¿Qué no come Valeria?

¿Qué va a ser Valeria en el futuro?

¿Qué come y bebe Valeria?

¿Por qué no hay una falta de proteína?

Now reverse the roles and Student B reads and answers questions on Emma's text.

¿Qué tipo de dieta hay en España?

¿En qué otras regiones tienen una dieta mediterránea?

¿En qué consiste la dieta mediterránea?

¿Cómo afecta a tu vida esta dieta?

Los verbos



The immediate future

To talk about what is **going to** happen, use the verb *ir* (to go), add *a* and then the infinitive of the verb:

| <i>ir</i>    | <i>a</i> | infinitive       |                                |
|--------------|----------|------------------|--------------------------------|
| <i>voy</i>   | <i>a</i> | <i>comer</i>     | I am going to eat              |
| <i>vas</i>   |          | <i>beber</i>     | you (sing.) are going to drink |
| <i>va</i>    |          | <i>ayudar</i>    | he, she, it is going to help   |
| <i>vamos</i> |          | <i>probar</i>    | we are going to try            |
| <i>vais</i>  |          | <i>descansar</i> | you (pl.) are going to rest    |
| <i>van</i>   |          | <i>dormir</i>    | they are going to sleep        |

Gramática



Subject pronouns

Spanish verbs don't usually need the subject pronoun (I, you, he, we, they, etc). This is because all the verb endings are different from each other, so it is usually clear who is doing the action of the verb. If you need to emphasise the subject of the verb, you can add the subject pronoun:

|                     |                      |
|---------------------|----------------------|
| I                   | <i>yo</i>            |
| you (sing.)         | <i>tú</i>            |
| he                  | <i>él</i>            |
| she                 | <i>ella</i>          |
| you (polite, sing.) | <i>usted</i>         |
| we                  | <i>nosotros, -as</i> |
| you (pl.)           | <i>vosotros, -as</i> |
| they (masc.)        | <i>ellos</i>         |
| they (fem.)         | <i>ellas</i>         |
| you (polite, pl.)   | <i>ustedes</i>       |

Notice the polite forms of 'you': *usted* and *ustedes*. These go with the third persons singular and plural of the verb (*usted* + third person singular, *ustedes* + third person plural) and are used when you wish to show extra respect to the person you are talking to.

Cultura



The Mediterranean diet has come about because of the foods that are plentiful in southern Europe. It consists of plenty of fruit, vegetables, healthy fats like olive oil and nuts, moderate amounts of fish and seafood and low amounts of meat and dairy products.





## 2.2H La vida en España

- OBJECTIVES**
- Spanish lifestyle
  - Useful verbs
  - Adjectives of nationality

### 1 Read the texts and answer the questions.

#### El desayuno

El 80% de los españoles toma el desayuno todos los días. Los adultos prefieren café y los niños beben leche, zumos de fruta o *ColaCao*™ (una bebida de chocolate servida fría o caliente). Algunos toman pan tostado, con tomate y aceite; otros prefieren fruta o algo dulce. Los niños toman pan tostado o cereales o un sándwich de jamón y queso.



ColaCao

- What do 80% of Spanish people do?
- What do adults drink at breakfast?
- How is *ColaCao*™ described?
- What do people often put on toast?
- How do young people keep going until lunch?
- When is the main meal of the day?
- How is typical Spanish food described? Give full details.
- When do some people have an afternoon snack?
- At what time is the evening meal?
- How is the evening meal described?

#### La comida

Para evitar tener hambre, muchos jóvenes toman un bocadillo sobre las once o doce de la mañana porque la comida principal del día se toma a las dos o tres de la tarde. La comida típica española es bastante tradicional, preparada con productos frescos de la región.



Un bocadillo

#### La merienda y la cena

Los niños y los mayores muchas veces toman una merienda sobre las cinco o seis de la tarde: un bocadillo pequeño y algo de beber. La cena es sobre las nueve de la noche. Es menos grande que la comida, por ejemplo, sopa o una tortilla.



Una tortilla

merienda    afternoon snack

### 2 Listen to three people talking about aspects of Spanish lifestyle. Choose the correct option to answer the questions.

- The clothes shop opens at **9.00 / 9.30 / 10.00**.
- It closes for lunch at **midday / 1.00 / 1.30**.
- Afternoon hours are **4.30–8.00 / 4.30–8.30 / 5.00–8.00**.
- Who are most likely to have an afternoon nap? **children / the elderly / both**
- How does the woman describe her siesta?  
**half an hour in bed / a quick nap on the sofa / a short rest before lunch**
- What type of festival does the girl not mention? **religious / historical / musical**
- What is 'un puente'? **a sort of festival / an extra pay day / like a bank holiday**



**3**  **Complete the sentences with the equivalent forms of the verbs in brackets. Then translate them into English.**

- a \_\_\_ (You have to) probar los platos vegetarianos.
- b \_\_\_ (I must) comer más verduras.
- c \_\_\_ (She cannot) beber leche.
- d Para llevar una vida sana \_\_\_ (it is necessary to) tener una dieta equilibrada. \_\_\_
- e En el campo \_\_\_ (I can) respirar aire puro.
- f Los niños \_\_\_ (must) evitar la comida procesada.
- g Esta noche \_\_\_ (we have to) preparar la cena. \_\_\_
- h Para tener una dieta sana, \_\_\_ (one must) evitar la comida con mucha grasa.

**4**  **Write the correct form of the adjective in brackets for each phrase.**

- a la carne (*argentino*)
- b el desayuno (*inglés*)
- c los dulces (*francés*)
- d las tapas (*español*)
- e las tortillas (*mexicano*)
- f los vinos (*chileno*)
- g los platos (*alemán*)
- h las ensaladas (*andaluz*)
- i la dieta ( *europeo*)
- j los bocadillos (*inglés*)
- k las patatas fritas (*francés*)
- l la cocina (*alemán*)

**5**  **Translate the following sentences into Spanish.**

- a You (sing.) must try the Spanish tapas.
- b The children have to eat a healthy breakfast.
- c I can make a very good paella.
- d One must have a balanced diet.
- e We have to go to a Mexican festival.
- f You (pl.) must not eat sweets before the meal.
- g I have to prepare lunch today.
- h We must try the typical Andalusian dishes.

**6**  **Look back at the vocabulary on these two pages. Then take turns to talk to your partner about the following:**

- a breakfast – times and what you have
- b lunch – times and typical meals
- c evening meal – times
- d what one has to do to have a healthy lifestyle

**Los verbos**



**Useful verbs**

The following verbs are really useful and are all followed by the infinitive.

These verbs are conjugated (put into the appropriate tense and person).

|                               | Examples                                             |
|-------------------------------|------------------------------------------------------|
| <i>poder</i> (to be able to)  | <i>No puedo dormir.</i><br>(I can't sleep.)          |
| <i>deber</i> (must)           | <i>Debes descansar.</i><br>(You must rest.)          |
| <i>tener que</i> (to have to) | <i>Tiene que salir.</i><br>(He / She has to go out.) |

These verbs do not change and do not have a subject.

|                                                   | Examples                                               |
|---------------------------------------------------|--------------------------------------------------------|
| <i>hay que</i><br>(it is necessary to / one must) | <i>Hay que relajarse.</i><br>(One must rest.)          |
| <i>se debe</i> (one must)                         | <i>Nunca se debe fumar.</i><br>(One must never smoke.) |

**Gramática**



**Adjectives of nationality**

Adjectives of nationality that end in -o, like *cubano*, *europeo* and *mexicano*, follow the same pattern as -o type adjectives. Others behave differently. Here is how they all agree with the noun they describe:

| masc. sing.     | fem. sing.      |
|-----------------|-----------------|
| <i>chino</i>    | <i>china</i>    |
| <i>español</i>  | <i>española</i> |
| <i>inglés</i>   | <i>inglesa</i>  |
| <i>alemán</i>   | <i>alemana</i>  |
| <i>andaluz*</i> | <i>andaluza</i> |

| masc. pl.        | fem. pl.         |
|------------------|------------------|
| <i>chinos</i>    | <i>chinas</i>    |
| <i>españoles</i> | <i>españolas</i> |
| <i>ingleses</i>  | <i>inglesas</i>  |
| <i>alemanes</i>  | <i>alemanas</i>  |
| <i>andaluces</i> | <i>andaluzas</i> |

\*Andalusian – from the Spanish community of Andalusia (*Andalucía*).





## 3.1F En el instituto

- OBJECTIVES**
- School facilities and rules
  - Making sentences negative
  - Comparative adjectives
  - Pronunciation *que, qui*

- 1 Read what these three young people say about their schools and answer the questions.

### Antonio

Mi instituto es bastante grande y el edificio es viejo. Sin embargo, tenemos un gimnasio nuevo que me encanta porque mi clase favorita es educación física. También los campos de deporte son muy buenos. Los profesores explican bien y nos ayudan mucho. ¡Pero hay demasiados deberes!



### Alejandro

Voy a un instituto privado con unas excelentes instalaciones. El edificio es moderno y la biblioteca tiene todo lo que necesitas para tus estudios. Los profesores son estrictos, pero nos apoyan mucho y trabajan duro. Tenemos deberes todos los días, excepto los fines de semana.



### Amira

Mi instituto no es muy grande y el ambiente es muy agradable. En general, las instalaciones son buenas – especialmente las de informática. Hay un montón de ordenadores. El patio al que vamos durante el recreo es bonito, con mesas y sillas al aire libre. Confío en los profesores y los respeto.



- a Whose school has the following facilities? Write their name.
- |                 |             |                   |
|-----------------|-------------|-------------------|
| 1 library       | 3 computers | 5 outside seating |
| 2 sports fields | 4 gym       |                   |
- b Who attends a private school?
- c Who complains about the amount of homework?
- d Who likes the atmosphere in their school?
- e Whose favourite subject is P.E.?
- f What does each person say about their teachers?

- 2 Listen to these school rules. Match them to the correct letter from the table.

|   |                                                   |
|---|---------------------------------------------------|
| A | bringing the correct books and equipment          |
| B | raising your hand in class when you want to speak |
| C | running in the corridors                          |
| D | talking while the teacher is speaking             |
| E | treating the people and the school with respect   |
| F | using your mobile                                 |
| G | wearing the correct uniform                       |

### Cultura



Pupils in most Spanish state high schools do not wear a uniform; however, some schools are beginning to introduce uniforms after discussion with parents and the school council. Students in private schools almost always wear a uniform.

In general, pupils call their teachers by their first names.

### Pronunciación



#### *que, qui*

You will often see the combination of letters *qui* and *que*. These are pronounced like 'key' and 'kay' – the 'u' is not pronounced (so it is never pronounced 'kw').

Examples: *que, quien, equipo, querer, parque, quince*



3 ★ Complete the sentences with the correct negative form (in Spanish) of the words in brackets. Then translate the sentences into English.

- a \_\_\_ (not) tenemos muchos ordenadores en mi instituto.
- b Carlos \_\_\_ (never) habla cuando el profesor está hablando.
- c Hoy no tengo \_\_\_ (any) de los libros correctos.
- d Los alumnos son muy buenos. \_\_\_ (nobody) corre por los pasillos.
- e No debes hablar \_\_\_ (without) levantar primero la mano.
- f No hay \_\_\_ (no one) en la biblioteca.
- g Yo \_\_\_ (never) uso el móvil en clase.
- h No hay \_\_\_ (nothing) útil en Internet para ayudarme con los deberes.

4 ★ Complete the sentences with the correct form (in Spanish) of the words in brackets.

- a Me gusta el francés, pero el inglés es \_\_\_ (more useful).
- b Prefiero los deberes de informática porque son \_\_\_ (less difficult).
- c En mi horario, el lunes es \_\_\_ (worse than) el viernes.
- d En mi opinión, \_\_\_ (the best) clase es la de informática.
- e Necesitamos un gimnasio \_\_\_ (bigger).
- f Yo creo que la historia es \_\_\_ (easier than) la geografía.
- g Esta clase es interesante, pero las clases de dibujo son \_\_\_ (more fun).
- h La película no es \_\_\_ (as good as) el libro.
- i Para mí, los idiomas son \_\_\_ (more interesting than) las ciencias.
- j Prefiero las asignaturas \_\_\_ (more practical).

¡Atención!

With comparative adjectives, the adjective will still agree with what it describes. Work out which noun the adjective is describing before you put it into Spanish.

5 Take turns to say what your school rules are. Use the verbs below, the ideas and vocabulary in activity 3 and the negative words from the grammar box.

Debes... / No debes... / Tienes que... / No puedes...

6 Write around 60 words about your school, its facilities and your favourite subjects.

Gramática



Making sentences negative

| Spanish               | English               | Examples                                                                                 |
|-----------------------|-----------------------|------------------------------------------------------------------------------------------|
| no                    | no, not               | <b>No, no</b> tengo deberes.<br><b>No</b> , I do <b>not</b> have homework.               |
| nunca                 | never                 | <b>Nunca</b> corro por los pasillos.<br>I <b>never</b> run in the corridors.             |
| nadie                 | nobody, no one        | <b>Nadie</b> usa el móvil en clase.<br><b>No one</b> uses their mobile in class.         |
| nada                  | nothing               | <b>No hay nada</b> en mi mochila.<br>There is <b>nothing</b> in my rucksack.             |
| ninguno, -a, -os, -as | none, not ... any, no | <b>Ninguno</b> de los alumnos habla en clase.<br><b>No</b> students talk in class.       |
| sin                   | without               | <b>Nunca voy a clase sin</b> mis libros.<br>I never go to class <b>without</b> my books. |

Gramática



Comparative adjectives

| Spanish                             | English               | Examples                                                                                  |
|-------------------------------------|-----------------------|-------------------------------------------------------------------------------------------|
| más ... que                         | more ... than         | La biblioteca es <b>más</b> grande <b>que</b> el gimnasio.                                |
| menos ... que                       | less ... than         | La profesora de dibujo es <b>menos</b> estricta <b>que</b> la profesora de inglés.        |
| tan ... como                        | as ... as             | La informática es <b>tan</b> útil <b>como</b> la geografía.                               |
| mejor que, el/la/ los/las mejor(es) | better than, the best | Este instituto es <b>mejor que</b> mi antiguo instituto. Es <b>el mejor</b> de la región. |
| peor que, el/la/los/las peor(es)    | worse than, the worst | Este uniforme es <b>peor que</b> el anterior. La chaqueta es <b>la peor</b> .             |





# 3.1H Lo bueno y lo malo del instituto

## OBJECTIVES

- Positive and negative aspects of school
- *gustar* and verbs like *gustar*
- More negative expressions

### 1 Read what these young people say about their school and answer the questions.



En mi instituto hay problemas como el acoso, pero para mí, lo peor es la presión por tener éxito y sacar buenas notas. Cada vez que tenemos una prueba o un examen me pongo enferma por el estrés. Me parece que me paso todo el tiempo estudiando y repasando.

Lucía

Tenemos mucha suerte porque el instituto organiza muchos viajes interesantes, algunos al extranjero y otros a diferentes partes de España. Este año vamos a Galicia, en el norte de España, para conocer la región y participar en actividades al aire libre.

Julia

A mí lo que me gusta es la oportunidad de probar cosas nuevas. Por ejemplo, después de las clases, hay clubs para estudiar música, para construir un ordenador o para escribir un periódico. Yo participo en un proyecto para crear una página para los estudiantes en el sitio web del instituto.

Pablo

Soy bastante ambicioso y necesito aprobar todos los exámenes con las mejores notas posibles. Por eso, me enfado cuando algunos estudiantes hablan en clase y no puedo oír al profesor. A veces el mal comportamiento de unos pocos arruina la experiencia de los demás.

Álvaro



- Which students are talking about a positive aspect and which are talking about a negative aspect?
- Using no more than three words for each, summarise what aspect of school life each student is talking about.
- What does Lucía feel pressured to do?
- How does she react to stress?
- Where does the school organise trips to?
- What will the students do in Galicia?
- What opportunity does Pablo enjoy?
- Apart from music, what other clubs does he mention?
- What is Pablo helping to create?
- What does Álvaro say he needs to do?
- What makes him angry?
- Translate Álvaro's last sentence into English.

### 2 Listen to six students (1–6) talking. Decide whether their opinions are positive (P), negative (N) or both positive and negative (P+N).

## Los verbos



### *gustar* and verbs like *gustar*

These verbs behave differently to the verbs we have covered so far.

- Use *gusta* if what follows is singular or an infinitive: *Me gusta el español*, *Me gusta leer*.
- Use *gustan* if what follows is plural: *Me gustan los idiomas*.
- Change the pronoun for different people: *te gusta(n)* – you (sing.) like, *le gusta(n)* – he/she likes, *nos gusta(n)* – we like, *os gusta(n)* – you (pl.) like, *les gusta(n)* – they like
- Add *no* first to make it negative: *No me gusta el uniforme*.

Other verbs that behave in the same way are:

*me interesa(n)* – I'm interested in, *me falta(n)* – I'm short of, *me encanta(n)* – I love, *me fascina(n)* – I'm fascinated by, *no me importa(n)* – I don't mind.



**3**  **Complete the sentences with the correct verbs and pronouns (in Spanish). Look at the phrases in brackets.**

- a \_\_\_ (*I am fascinated by*) la historia de la región.
- b \_\_\_ (*They are short of*) ordenadores.
- c \_\_\_ (*I love*) asistir a las clases de teatro.
- d \_\_\_ (*He is interested in*) hacer un proyecto sobre el arte español.
- e \_\_\_ (*We like*) la nueva profesora de ciencias.
- f \_\_\_ (*Are you, sing., short of*) papel para tomar notas?
- g \_\_\_ (*She loves*) las instalaciones en su nuevo instituto.
- h \_\_\_ (*They are interested in*) las matemáticas y las ciencias.
- i \_\_\_ (*I don't mind*) ayudar a mis compañeros de clase.
- j \_\_\_ (*Do you, pl., like*) las clases de informática?

**Gramática**



**More negative expressions**

| Spanish          | English                                         | Examples                                                                                                                                |
|------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <i>ya no</i>     | no longer, not any more                         | <i>Ya no estudio religión.</i><br>I don't study R.E. anymore.                                                                           |
| <i>tampoco</i>   | neither, not ... either                         | <i>¿Vas al cine? No, yo tampoco.</i><br>Are you going to the cinema?<br>No, me neither.                                                 |
| <i>ni ... ni</i> | either ... or, neither ... nor ...              | <i>No me gusta ni el color ni el estilo.</i><br>I don't like either the colour or the style. (I like neither the colour nor the style.) |
| <i>jamás</i>     | never (stronger, more final than <i>nunca</i> ) | <i>Mi hermano no me ayuda jamás.</i><br>My brother <u>never</u> helps me.                                                               |

**4**  **Choose the correct translation of the following sentences. Write down the correct letter.**

- 1 No tengo ni papel ni libros.

|   |                                 |
|---|---------------------------------|
| a | I've never got the right books. |
| b | I haven't got paper or books.   |
| c | I've got books but not paper.   |

- 2 Ya no hacemos traducción en clase.

|   |                                           |
|---|-------------------------------------------|
| a | We hardly ever do translation in class.   |
| b | He makes us do translation in class.      |
| c | We don't do translation in class anymore. |

- 3 El uniforme no es cómodo; tampoco es barato.

|   |                                                     |
|---|-----------------------------------------------------|
| a | The uniform isn't comfortable, neither is it cheap. |
| b | The uniform isn't comfortable, but it is cheap.     |
| c | The uniform is comfortable and cheap as well.       |

- 4 Va a suspender el examen; no repasa jamás.

|   |                                                         |
|---|---------------------------------------------------------|
| a | He will not pass the exam, nor will he do any revision. |
| b | He is going to fail the exam; he never revises.         |
| c | He fails the exams because he doesn't revise any more.  |

**5**  **Work with a partner to ask and answer these questions.**

¿Cuál es tu asignatura favorita?

¿Qué asignatura no te gusta?

¿Qué horario tienes en el instituto?

¿Qué tal son los profesores del instituto?

¿Cuál es tu opinión del uniforme?

¿Qué instalaciones hay en tu instituto?

¿Qué piensas de las reglas del instituto?

¿Cuáles son los aspectos positivos de tu instituto?

¿Cuáles son los aspectos negativos de tu instituto?

**6**  **Translate the text into Spanish.**

My favourite subject is Geography because I like learning about the world. We don't study R.E. anymore – we now have a lesson when we can study in the library. I have confidence in the teachers because they explain well and help us a lot. I love Fridays because I have History and Art in the afternoon.





## 3.2F Los trabajos

### OBJECTIVES

- Jobs and descriptions
- *lo* + adjective
- Uses of the infinitive
- Pronunciation *cu* + vowel

- 1  Read what these young people say and match their names to the most suitable job. What do they want to be?



### ¿Cuál sería tu trabajo ideal?

- Martín** Me gustaría enseñar a los niños para ayudarles a tener éxito en sus estudios y en la vida.
- Olivia** Lo que más me gusta hacer es **contar** historias. Mi sueño es escribir una novela.
- Javier** Me gustaría trabajar en un equipo para proteger a la gente y hacer las calles más seguras.
- Irene** Me interesaría escribir artículos para una revista o presentar las noticias en la tele.
- Izan** Para mí, lo mejor sería representar papeles en **obras de teatro**, en series en la tele o en películas.
- Ana** Se **me dan bien** las ciencias y me gusta diseñar. ¿En qué trabajo puedo hacer las dos cosas?
- Samuel** Yo quiero cuidar a las personas si están enfermas o han tenido un accidente.
- Mia** Quiero llevar ropa que está de moda y salir en las revistas. Y que me hagan fotos todo el tiempo.

|                          |               |
|--------------------------|---------------|
| <i>contar</i>            | to tell       |
| <i>la obra de teatro</i> | theatre play  |
| <i>darse bien</i>        | to be good at |

- |          |                                         |          |                                 |
|----------|-----------------------------------------|----------|---------------------------------|
| a Martín | nurse / teacher / painter               | e Izan   | actor / writer / artist         |
| b Olivia | theatre director / cook / author        | f Ana    | hairstylist / nurse / engineer  |
| c Javier | police officer / bank employee / lawyer | g Samuel | nurse / police officer / lawyer |
| d Irene  | doctor / journalist / actor             | h Mia    | journalist / model / secretary  |

- 2  Listen to five people (1–5) talking about their work. Where do they work? Write the correct letter from the table. Also, decide whether they are positive (P) about their work, negative (N) about it, or feel both positive and negative (P+N).

|   |            |   |                |
|---|------------|---|----------------|
| A | airport    | E | supermarket    |
| B | bank       | F | theatre        |
| C | factory    | G | tourist office |
| D | restaurant |   |                |

### Cultura



According to one employment agency, 42% of jobs advertised in Spain require vocational training whereas only 38.5% require a degree. The vacancies that companies find it hardest to fill include engineers, cybersecurity experts and experts in artificial intelligence.



### 3 Translate these sentences into English.

- a Para ser enfermero, tienes que escuchar y ser muy comprensivo.
- b No debes escoger una profesión sin estudiar todas las opciones.
- c Encontrar trabajo en el mundo del deporte puede ser muy difícil.
- d Quiero saber qué notas necesito para hacer la carrera de medicina.
- e Para mí, viajar es un aspecto importante del trabajo.

### 4 Translate these sentences into Spanish.

- a To be an engineer, you have to study physics.
- b You must not accept a job without asking questions.
- c Working in the museum is very interesting.
- d I want to know what course I need to do to be a journalist.
- e Solving problems is an aspect of the job that I like.

|                        |                  |
|------------------------|------------------|
| <i>aceptar</i>         | to accept        |
| <i>hacer preguntas</i> | to ask questions |
| <i>resolver</i>        | to solve         |

### 5 Listen to three people (1–3) talking about their jobs. Choose one good thing and one bad thing that each one mentions. Write the correct letter (A–H).

|          |                          |          |                   |
|----------|--------------------------|----------|-------------------|
| <b>A</b> | amount of responsibility | <b>E</b> | journey to work   |
| <b>B</b> | boss                     | <b>F</b> | pay               |
| <b>C</b> | breaks                   | <b>G</b> | working hours     |
| <b>D</b> | colleagues               | <b>H</b> | working from home |

### 6 Look at this photo. Work with a partner to ask and answer the questions below.

- Describe al camarero.
- ¿Qué están comiendo los clientes?
- ¿Qué es lo bueno de ser camarero?
- ¿Qué trabajo quieres hacer tú en el futuro?
- Para ti, ¿qué aspectos son importantes en un trabajo?

## Los verbos



### Uses of the infinitive

Use the infinitive after *para* when you want to say 'in order to' do something.

**Para ser abogado, hay que ir a la universidad.** – (In order) to be a lawyer, you must go to university.

Use the infinitive after *sin* when you want to say 'without ...-ing'.

**El jefe se fue sin pagarme.** – The boss left without paying me.

Use the infinitive on its own, as a noun, when the English ends in '...-ing'.

**Trabajar en un banco fue aburrido.** – Working in a bank was boring.

## Pronunciación



### cu + vowel

You have met the word *cuidar* in the text in activity 1.

When *cu* is followed by a vowel, it is always pronounced 'kw'. So, when you hear this sound, you will know to spell it 'cu' and not 'qu'.

Examples: *cuando, cuatro, cincuenta, cuerpo, escuela*

## Gramática



### lo + adjective

To say 'the good thing' or 'the difficult thing', use *lo + adjective*. If you need to say 'about', use *de*.

*lo bueno* – the good thing

*lo difícil* – the difficult thing







## 3.2H Buscando trabajo

- OBJECTIVES**
- Looking for work
  - The future tense
  - Verbs for giving advice

1 Read this article about looking for work and find these words and phrases.

### Consejos para los que **buscan trabajo**

Buscar empleo es un trabajo en sí y debes dedicarle, no solo tiempo, sino también planificación y organización. Vale la pena preparar un horario de tus actividades para cada día.

Hay que ser proactivo y buscar en todos los sitios posibles – empresas de recursos humanos, redes sociales, los contactos que ya tienes. También hace falta estudiar los tipos de trabajos que buscan empleados. Podrías hacer algún curso de formación para tener el perfil ideal para esos puestos.

Necesitas escribir un buen currículum para destacar tus conocimientos, tu experiencia y los aspectos positivos de tu personalidad. Nunca se debe mentir ni dar información falsa en el currículum; esto puede tener consecuencias muy graves.

Al solicitar un empleo, además de mandar el currículum, es buena idea acompañarlo con una carta personalizada para explicar por qué te consideras el candidato perfecto para ese trabajo.

- a planning
- b it is worthwhile
- c proactive
- d human resources
- e the ideal profile
- f a good CV
- g to emphasise
- h personalised letter
- i perfect candidate



2 Read the text again and answer the questions.

- a What three things must you dedicate to the task?
- b What should you plan for each day?
- c Where should you start your search? Mention **three** possible sources.
- d What information should you study?
- e What should you emphasise in your CV?
- f What could have serious consequences?
- g What should you send off with your CV?

3 Listen to four people (1–4) giving advice about how to do a successful interview. Complete the sentences with the correct phrases.

#### Speaker 1

- a An important part of interview success is your **body language / preparation beforehand / letter of application**.
- b If you research the company, you will be able to **fit in better / be more enthusiastic / ask better questions**.

#### Speaker 2

- a You should think of examples you can give to **show your strengths / demonstrate work experience / provide references**.
- b These examples should **back up your CV / avoid focusing on problems / relate to the new job**.

#### Speaker 3

- a The question that is **not** mentioned is **how will you get there? / how long will the journey take? / what will you wear?**
- b You are advised to arrive with time to spare so that you **give a good impression / don't arrive flustered / allow for delays**.

#### Speaker 4

- a The first piece of advice is **smile / don't be nervous / be yourself**.
- b You should aim to be **friendly and interested / lively and enthusiastic / responsible and serious**.



#### 4 Translate these sentences into Spanish.

- I will organise a schedule.
- You (sing.) will start at half past eight.
- They will research the company.
- I will apply for the job.
- We will send you (sing.) the information.
- He will ask some questions.
- You (sing.) will know if you are successful.
- She will have a week to prepare.
- You (sing.) will receive the offer next week.
- I will buy a suit to wear to the interview.



#### 5 Translate these sentences into English.

- Nunca se debe llegar tarde para una entrevista.
- Hay que buscar información sobre la empresa antes de asistir a la entrevista.
- Hace falta presentar un buen currículum.
- Se necesita preparar algunas preguntas para demostrar interés por el trabajo.
- Se puede enviar una carta personalizada además del currículum.
- Vale la pena buscar en Internet las preguntas típicas que se hacen en las entrevistas.
- Hay que llevar ropa apropiada para el tipo de trabajo.
- No se debe mentir o exagerar durante la entrevista.

#### 6 Work with a partner and talk about how the underlined letters and syllables are pronounced. Then read this short passage out loud to each other.

Jorge decidió seguir una carrera en administración de empresas y, a los treinta años, llegó a comenzar su propio negocio. Ahora tiene un equipo de empleados y va a recibir un premio por sus éxitos en la industria.

### Los verbos



#### The future tense

To form the future tense ('will ...', 'shall ...'), follow these steps. Take the infinitive (*trabajar, aprender, escribir*) and add the following endings:

| Person      | Ending | Examples           | English                |
|-------------|--------|--------------------|------------------------|
| I           | -é     | <i>trabajaré</i>   | I will work            |
| you (sing.) | -ás    | <i>ayudarás</i>    | you will help          |
| he/she/it   | -á     | <i>aprenderá</i>   | he, she, it will learn |
| we          | -emos  | <i>leeremos</i>    | we will read           |
| you (pl.)   | -éis   | <i>escribiréis</i> | you will write         |
| they        | -án    | <i>vivirán</i>     | they will live         |

Here you can see the irregular stem of some common verbs in the 1<sup>st</sup> person singular:

| add a 'd'    |              | lose an 'e'   |              | others       |            |
|--------------|--------------|---------------|--------------|--------------|------------|
| <i>venir</i> | <i>vendr</i> | <i>poder</i>  | <i>podr</i>  | <i>hacer</i> | <i>har</i> |
| <i>poner</i> | <i>pondr</i> | <i>saber</i>  | <i>sabr</i>  | <i>decir</i> | <i>dir</i> |
| <i>salir</i> | <i>saldr</i> | <i>querer</i> | <i>querr</i> |              |            |
| <i>tener</i> | <i>tendr</i> |               |              |              |            |
| <i>valer</i> | <i>valdr</i> |               |              |              |            |

*habrá* – there will be

### Los verbos



#### Verbs for giving advice

These words and phrases are followed by the infinitive and are very useful for giving advice and developing your language.

*se debe* – one/you must

*hay que* – one/you must

*hace falta* – it is necessary

*se necesita* – one needs / you need

*se puede* – one/you can

*vale la pena* – it is worthwhile

Note that these verbs cannot be used with a subject. The subject is already 'built in' ('one' or 'it').



## Aspectos de la vida hispánica

- 1  Read this text about the custom of *la siesta* and the village of Ador in the Valencian community. Answer the questions below.

- Why did the mayor of Ador become famous?
- What did he say should happen between 2 pm and 5 pm?
- What percentage of Spaniards never have a nap after lunch?
- Describe the traditional working day.
- Why did this schedule for the working day come about?



En 2015, el **alcalde** de Ador se hizo famoso por pedir a los vecinos que durmieran la siesta. Anunció que desde las dos hasta las cinco de la tarde se debía mantener un ambiente tranquilo y sin ruido en el pueblo y que los padres debían mantener a sus hijos en casa.

Sin embargo, casi el 60% de españoles nunca duerme la siesta y solo un 18% lo hace a veces. Tradicionalmente, el día laboral estaba dividido en dos partes; la gente trabajaba de las nueve a las dos, tenía un descanso de dos horas para comer y volvía al trabajo desde las cuatro hasta las ocho. Muchas personas tenían dos trabajos para mantener a sus familias, uno por la mañana y otro por la tarde. Durante las dos horas de la comida les daba tiempo a descansar o volver a casa después de terminar el empleo de la mañana.

el alcalde

mayor

- 2  Read the information about the top four sports in South America. Then research the four famous sportsmen and women in the photos. Find which of the four sports each one is famous for and write a sentence about their achievements.

|            |          |
|------------|----------|
| el béisbol | baseball |
| cualquier  | any      |

## LOS CUATRO DEPORTES MÁS POPULARES EN SUDAMÉRICA

**EL FÚTBOL** es el deporte más popular y tiene seguidores entre los jóvenes y los mayores, los ricos y los pobres. La Copa América es uno de los torneos más antiguos del mundo.

**EL BÉISBOL** vuelve loca a la gente de Cuba y la República Dominicana y para ellos, el béisbol es tan importante como el fútbol. Muchos jugadores profesionales de estos países juegan en los Estados Unidos.

**EL BOXEO** se practica en muchos países de Sudamérica, pero es especialmente popular en México. En este país hay más campeones de boxeo que en **cualquier** otro país, aparte de los Estados Unidos.

**EL BALONCESTO** es muy popular en Argentina y el equipo nacional ha tenido mucho éxito. Ha ganado cinco de los títulos más importantes en este deporte.



Christiane Endler



Juan Marichal



Anabel Ortiz



Manu Ginobili



3 Read the text. Work with a partner to talk through a translation of the passage.

4 Discuss with your partner why you think this is a common occurrence in Spain. Do you think it would work in your country? Why (not)?

5 Listen to these facts about women in Spain today. Are the statements true (T) or false (F)?

- 1
  - a There were eleven women and seven men in the 2018 Spanish government.
  - b It was the government with the highest female representation in the world.
- 2
  - a In the 2020 list of the most influential Spaniards, all were women.
  - b Queen Letizia chose the women on the list.
  - c Queen Letizia was a journalist before she married.
- 3
  - a The majority of Pedro Sánchez's 2023 government were women.
  - b The top jobs of deputy presidents, however, were given to men.

6 Read the text. Which of the facts (a–i) are mentioned?

- a which South American countries have *tunas*
- b what they wear
- c what they play
- d where they play
- e when the custom started
- f how to join a *tuna*
- g its original purpose
- h serenading a loved one
- i why the students take part today

## Los vecinos

En las ciudades y pueblos españoles, no es raro ver a un grupo de personas llevar sus sillas a la calle y sentarse allí para charlar con los vecinos. Es algo que se hace sobre las siete u ocho de la tarde cuando no hace tanto calor. Todos creen que es una actividad muy positiva ya que les ofrece un descanso de sus tareas y les permite tomar el fresco de la tarde. Además, es una forma sana y barata de relacionarse con los vecinos y crear un sentido de comunidad.



## LA TUNA

En España, Portugal y países de Sudamérica, la 'tuna' es un grupo de estudiantes de la universidad que se viste con ropa tradicional y canta canciones populares, acompañándolas con sus guitarras y otros instrumentos musicales. La costumbre empezó en el siglo trece cuando los estudiantes querían ganar dinero o comida. También en el pasado un novio podía alquilar a la tuna para que cantara bajo la ventana de su novia. Hoy en día, los estudiantes forman parte de la tuna para mantener la tradición y para divertirse.





## Using *hay, ser, tener*

1 Complete the sentences with *hay* or the correct present form of *ser* or *tener*.

- a Pedro y yo \_\_\_ hermanos.
- b Mi madre \_\_\_ el pelo corto y negro.
- c En mi familia \_\_\_ cinco personas.
- d Mi hermana es mayor que yo, pero yo \_\_\_ más alta.
- e Los españoles \_\_\_ una dieta bastante sana, en general.
- f En mi clase de español, \_\_\_ unos veinte estudiantes.
- g No sé qué hacer en el futuro; no \_\_\_ ni idea.
- h Hablas español muy bien: ¿\_\_\_ español?
- i Sevilla, Granada y Córdoba \_\_\_ ciudades importantes del sur de España.
- j \_\_\_ un buen restaurante vegetariano cerca de donde vivo.

## Plural nouns

2 Put the nouns and their articles into the plural.

Examples: *la casa* → *las casas*, *un lugar* → *unos lugares*,  
*el tema* → *los temas*, *una acción* → *unas acciones*

- |              |                 |                 |
|--------------|-----------------|-----------------|
| a la mujer   | f el periodista | k un color      |
| b un momento | g un animal     | l la asignatura |
| c el hombre  | h una clase     | m el trabajo    |
| d una ciudad | i el programa   | n el artista    |
| e la luz     | j la actividad  | o una situación |

## The present tense

3 Complete the sentences with the correct present form of the verbs in brackets.

- a Mi padre \_\_\_ (*viajar*) mucho por trabajo.
- b Los españoles \_\_\_ (*comer*) más pescado que los ingleses.
- c ¿\_\_\_ (*salir, tú*) con tus amigos este sábado?
- d Mis compañeros y yo \_\_\_ (*estudiar*) matemáticas el lunes por la mañana.
- e Normalmente yo \_\_\_ (*beber*) agua con las comidas.
- f Chicos, ¿en qué parte de España \_\_\_ (*vivir*)?
- g Para la cena, yo \_\_\_ (*preparar*) platos sanos.
- h Cuando mi amiga viene a mi casa, \_\_\_ (*ver*) películas en Netflix.
- i Nuestra casa es pequeña y yo \_\_\_ (*compartir*) un dormitorio con mi hermano.

## Adjectives

4 Choose the correct form of the adjectives to complete the sentences.

- a Para mí, las matemáticas son muy **difícil** / **difíciles**.
- b Mi prima tiene el pelo **rubio** / **rubia** / **rubios** / **rubias**.
- c Tienen los ojos **azul** / **azules**.
- d Mis padres son muy **simpático** / **simpática** / **simpáticos** / **simpáticas**.
- e Los platos **principal** / **principales** de este restaurante están muy ricos.
- f Unos estudiantes **inglés** / **inglesa** / **ingleses** / **inglesas** van a visitar el colegio.
- g Conocí a unas chicas **español** / **española** / **españoles** / **españolas** en Londres.

## Using *ser* and *estar*

5 Complete the sentences with the correct present form of *ser* or *estar*.

- a Mi clase de español \_\_\_ bastante pequeña.
- b No podemos ir allí hoy porque \_\_\_ en Madrid.
- c Las tapas de este restaurante \_\_\_ muy caras.
- d ¿Qué pasa, Carmen? ¿Por qué \_\_\_ triste?
- e Sí, hablo español, pero \_\_\_ inglés.
- f Mis padres \_\_\_ en el jardín.
- g ¿Tú crees que \_\_\_ una persona responsable?
- h Me quedo en casa porque \_\_\_ enfermo.
- i No \_\_\_ muy religiosos, pero vamos a la iglesia a veces.
- j Tu mochila \_\_\_ detrás de la silla.



## 6 Translate these phrases into Spanish.

- |                                |                                 |
|--------------------------------|---------------------------------|
| a your bedroom<br>(you, sing.) | f our custom                    |
| b my country                   | g their dogs                    |
| c your books (you, pl.)        | h your homework<br>(you, sing.) |
| d her family                   | i your house (you, pl.)         |
| e his ideas                    | j our garden                    |

## Reflexive verbs

7 Complete the sentences with the correct present form of the verbs in brackets and the correct reflexive pronoun (*me, te, se, nos* or *os*).

- a Yo \_\_\_ (*parecerse*) mucho a mi padre.  
 b Mi tía \_\_\_ (*divorciarse*) de mi tío.  
 c Juan y yo \_\_\_ (*quedarse*) aquí para estudiar.  
 d Mis perros \_\_\_ (*llamarse*) Tobi y Luna.  
 e El museo \_\_\_ (*abrirse*) a las siete.  
 f Tú siempre \_\_\_ (*caerse*) cuando llevas esos zapatos.  
 g ¿A qué hora \_\_\_ (*levantarse*) vosotros normalmente?  
 h Luisa y yo \_\_\_ (*casarse*) en junio del año que viene.  
 i Mis padres siempre \_\_\_ (*preocuparse*) por mí.

## Los verbos



## Reflexive verbs

There are several reflexive verbs in Spanish, more than in English. A reflexive verb is one that has a pronoun with it, like 'I enjoy **myself**', or 'he hurt **himself**'. The verb is formed in the normal way, but it needs a pronoun (the '-self' word) with it. You will know which verbs are reflexive because they have -se on the end of the infinitive.

This is *llamarse* (to be called) in the present tense.

|                     |                                         |
|---------------------|-----------------------------------------|
| <b>me</b> llamo     | I am called (literally 'I call myself') |
| <b>te</b> llamas    | you (sing.) are called                  |
| <b>se</b> llama     | he, she, it is called                   |
| <b>nos</b> llamamos | we are called                           |
| <b>os</b> llamáis   | you (pl.) are called                    |
| <b>se</b> llaman    | they are called                         |

## Interrogatives

## 8 Complete the questions with the correct question words from the box.

adónde cómo cuáles cuándo cuánto  
 cuántos dónde por qué (x2) qué (x2)  
 quién (x3) quiénes

- a ¿\_\_\_ está el gimnasio?  
 b ¿\_\_\_ estás hoy? ¿Mejor?  
 c Está lloviendo... ¿\_\_\_ no vamos al cine?  
 d ¿\_\_\_ haces los fines de semana?  
 e ¿\_\_\_ vive en esa casa vieja?  
 f ¿\_\_\_ vienes a visitarme a Valencia?  
 g ¿\_\_\_ vas de vacaciones? ¿A Barcelona o a Málaga?  
 h ¿\_\_\_ quieres hacer el sábado?  
 i ¿De \_\_\_ son estas gafas?  
 j ¿\_\_\_ son las mejores películas del año?  
 k ¿A \_\_\_ kilómetros vives de Madrid?  
 l ¿\_\_\_ dinero te queda?  
 m ¿A \_\_\_ mandas ese mensaje?  
 n ¿\_\_\_ son tus artistas favoritas?  
 o ¿\_\_\_ no te gusta hacer deporte?

## 9 Match the questions (A–J) to the answers (1–10).

|   | Questions                          |    | Answers                                        |
|---|------------------------------------|----|------------------------------------------------|
| A | ¿Quieres unas tapas?               | 1  | Sí, hoy tengo sueño.                           |
| B | ¿Vas a dormir la siesta?           | 2  | Sí, tienes razón. A las ocho.                  |
| C | ¿Quieres agua?                     | 3  | No, yo también tengo calor.                    |
| D | ¿Estás andando por las montañas?   | 4  | Sí, no tengo frío.                             |
| E | ¿Quieres ir al cine?               | 5  | No, gracias. No tengo hambre.                  |
| F | ¿Te importa si abro la ventana?    | 6  | Sí, en verano. ¡Tengo mucha suerte!            |
| G | ¿Vas a ir a Nueva York?            | 7  | Sí, tiene mucho éxito en YouTube.              |
| H | Tenemos geografía primero ¿verdad? | 8  | Sí, por favor. Tengo mucha sed.                |
| I | ¿Vas a salir en camiseta?          | 9  | Sí, pero no te preocupes; voy a tener cuidado. |
| J | No la conozco. ¿Es famosa?         | 10 | No, tengo que hacer los deberes.               |



## Using *que, donde, cuando*

**10** Complete the sentences with *que, donde* or *cundo*. Then translate the sentences into English.

- Solo duermo la siesta \_\_\_ no tengo trabajo por la tarde.
- Me gusta mi dormitorio porque es el sitio \_\_\_ puedo relajarme.
- Mi hermana mayor, \_\_\_ se llama Susana, estudia en la universidad de Barcelona.
- Este es el bar \_\_\_ todos los empleados vienen a tomar café.
- \_\_\_ voy al gimnasio a las siete, hay muy poca gente allí.
- A los dieciséis años, estas son las dos opciones \_\_\_ los jóvenes pueden escoger.

## Irregular present tense verbs

**11** Complete the sentences with the correct present form of the verbs in brackets. (These are all verbs with spelling changes in the singular and 3<sup>rd</sup> person plural forms of the present.)

- Ya no \_\_\_ (*jugar, nosotros*) al baloncesto los jueves.
- Los niños no \_\_\_ (*querer*) comer las verduras.
- La clase \_\_\_ (*empezar*) a las dos hoy.
- Tú nunca \_\_\_ (*dormir*) bien el día antes de un examen.
- Chicos, ¿\_\_\_ (*poder*) ayudarme en la cocina, por favor?
- Yo no \_\_\_ (*entender*) esta pregunta.

## Using *a* and *de*

**12** Complete the sentences with *al, a la, a los, a las, del, de la, de los* or *de las*.

- Los lunes voy \_\_\_ clases de baile en el instituto.
- Voy \_\_\_ ciudad los sábados.
- El señor Sánchez es un amigo \_\_\_ familia.
- Las casas \_\_\_ pueblo son blancas y muy bonitas.
- Vamos \_\_\_ puerto para ver los barcos.
- Muchos \_\_\_ jóvenes de hoy no beben alcohol.

- Siempre vamos \_\_\_ partidos si nuestro equipo juega en casa.
- La biología es una \_\_\_ asignaturas más difíciles para mí.

## Modal verbs

**13** Translate these sentences into Spanish. Use the appropriate forms of *deber, tener que, poder* or the phrases *se debe / hay que*.

- You (pl.) must not run in the playground.
- One must always arrive early for an interview.
- I cannot go to the match on Saturday.
- We have to improve our diet.
- We must eat less meat in the future.
- Can you (sing.) solve the problem?
- One must wear the correct uniform.
- I have got to finish my homework.

## *gustar* and verbs like *gustar*

**14** Complete the sentences with the correct pronoun and the correct present form of the verbs in brackets.

- A mi amiga \_\_\_ \_\_\_ (*encantar*) jugar al fútbol.
- A mí \_\_\_ \_\_\_ (*fascinar*) los libros de ciencia ficción.
- A mi marido y a mí \_\_\_ \_\_\_ (*interesar*) comprar esta casa.
- A mis padres \_\_\_ \_\_\_ (*faltar*) tiempo para cuidar el jardín.
- ¿A ti \_\_\_ \_\_\_ (*gustar*) los deportes de equipo?

## Los verbos



### *gustar* and verbs like *gustar*

These verbs behave differently to the verbs we have covered so far.

- Use *gusta* if what follows is singular or an infinitive: *Me gusta el español, Me gusta leer.*
- Use *gustan* if what follows is plural: *Me gustan los idiomas.*
- Change the pronoun for different people: *te gusta(n)* – you (sing.) like, *le gusta(n)* – he/she likes, *nos gusta(n)* – we like, *os gusta(n)* – you (pl.) like, *les gusta(n)* – they like
- Add *no* first to make it negative: *No me gusta el uniforme.*



## Negation

## 15 Choose the correct words/phrases to complete the sentences.

- a Hoy no tengo deberes de **jamás** / **nada** / **ninguna** asignatura. ¡Qué bien!
- b Cuando llego temprano, no hay **nadie** / **sin** / **nunca** en casa.
- c No debes ir al colegio **ya no** / **ninguno** / **sin** tomar el desayuno.
- d El restaurante era malísimo; **ningunos** / **ni** / **nunca** más vamos a volver allí.
- e Papá, tengo hambre y no hay **nadie** / **nada** / **ningunas** de comer en la cocina.
- f Voy a dejar la historia al final del año. **Jamás** / **Ya no** / **Nada** me interesa.
- g No me gusta el fútbol; **nadie** / **sin** / **tampoco** me gusta el baloncesto.
- h Mi hermana no come ni carne **nada** / **ninguno** / **ni** pescado.

## The future tense

## 16 Translate these sentences into Spanish.

- a I am going to study languages in the future.
- b Ana is going to play basketball.
- c Are you (sing.) going to do your homework?
- d The classes are going to start at ten on Friday.
- e You (pl.) are going to do a project.
- f We are going to prepare the evening meal.
- g I am going to eat vegetarian meals during the week.
- h The new diet is going to be very healthy.

## Comparatives

## 17 Complete the sentences with the Spanish translation of the words in brackets.

Madrid es (*bigger than*) Granada.

*Example: Madrid es más grande que Granada.*

- a Mi hermana es (*taller than*) mi madre.
- b Las matemáticas son (*more difficult than*) la biología.
- c El nuevo uniforme es (*worse than*) el uniforme de antes.
- d Las naranjas son (*cheaper than*) las manzanas en esta región.

- e La película no es (*as good as*) el libro.
- f Las tapas de aquí son (*better than*) las tapas del restaurante mexicano.

## The simple future

## 18 Complete the sentences with the correct simple future form of the verbs in brackets.

- a \_\_\_ (*ir, nosotros*) al instituto en autobús porque está lloviendo.
- b Mis hijos no se \_\_\_ (*comer*) toda esa carne.
- c Yo \_\_\_ (*hacer*) un proyecto sobre la historia del pueblo.
- d Creo que os \_\_\_ (*llevar*) bien con vuestra madrastra.
- e Para su cumpleaños \_\_\_ (*haber – there will be*) una fiesta en la casa familiar.
- f Ya tenemos las cosas de la compra; las \_\_\_ (*poner, nosotros*) en la nevera.
- g El nuevo jefe \_\_\_ (*llegar*) mañana.
- h Si no tomas el desayuno, \_\_\_ (*tener*) hambre a mediodía.

## Translating infinitives

## 19 Translate these sentences into English.

- a Fumar es muy malo para la salud.
- b Para mantenerme en forma, voy al gimnasio.
- c Para mí, trabajar en una oficina parece muy aburrido.
- d Es mejor estudiar sin escuchar música.
- e Vivir en el campo es ideal si quieres una vida tranquila.

Using *lo + adjective*

## 20 Translate these sentences into Spanish.

- a The good thing is that I do not have to share a bedroom.
- b The important thing is to do the subjects that you prefer.
- c The bad thing is that the classes start at eight.
- d The worst thing is that my friend is ill.
- e The first thing is to choose your subjects.
- f The interesting thing is that José is going out with Sara.



Words that are highlighted in grey in this list are words that may be useful, but you won't need to know them for the exam.

## 1.1F ¿Qué tipo de persona eres?

*alegre* cheerful  
*el/la amigo/a* friend  
*animal* animal  
*artístico/a* artistic  
*bueno/a* good  
*el/la chico/a* boy/girl  
*las ciencias* science  
*cinco* five  
*la clase* class  
*cuando* when  
*deportivo/a* (of) sports  
*difícil* difficult  
*divertido/a* fun, enjoyable  
*especialmente* especially  
*estar* to be  
*el/la estudiante* student  
*fácil* easy  
*feliz* happy  
*fuerte* strong  
*general* general  
*gracioso/a* funny  
*el grupo* group  
*gustar* to like (lit. to please)  
*hoy* today  
*independiente* independent  
*el instituto* secondary school  
*listo/a* clever  
*muy* very  
*nervioso/a* nervous  
*otro/a* other, another  
*pensar* to think  
*perezoso/a* lazy  
*pero* but  
*la persona* person  
*la personalidad* personality  
*poco/a* little, bit  
*porque* because  
*práctico/a* practical  
*responsable* responsible  
*ser* to be  
*serio/a* serious  
*simpático/a* nice, friendly

## 1.1H Personalidad y aspecto físico

*la situación* situation  
*trabajador(a)* hard-working  
*tranquilo/a* quiet, peaceful  
*el/la abuelo/a* grandfather/grandmother  
*la actitud* attitude  
*el/la actor/actriz* actor/actress  
*agradable* pleasant  
*alto/a* tall  
*ambicioso/a* ambitious  
*animado/a* lively  
*el aspecto* aspect  
*azul* blue  
*bajo/a* short  
*bonito/a* pretty, lovely  
*buscar* to look for, search for  
*capaz* capable  
*la cara* face  
*el carácter* carácter  
*cómo* how  
*la confianza* confidence, trust  
*contento/a* happy, pleased, glad  
*corto/a* short  
*de momento* at the moment  
*deber* to owe (must)  
*delgado/a* slim, thin  
*la diferencia* difference  
*distinto/a* different  
*dónde* where  
*enojado/a* angry  
*este/esta* this  
*físico/a* physical  
*las gafas* glasses  
*gris* grey  
*guapo/a* good-looking  
*hacer* to do, make  
*el/la hermanastro/a* stepbrother/stepsister  
*el hombre* man  
*interesante* interesting  
*la isla* island  
*largo/a* long  
*llamarse* to be called

*la madrastra* stepmother  
*la mañana* morning  
*marrón* brown  
*moreno/a* brown, dark  
*la mujer* woman/wife  
*negro/a* black  
*el/la niño/a* child, (little) boy/girl  
*nuevo/a* new  
*el ojo* eye  
*optimista* optimistic  
*orgulloso/a* proud  
*el padrastro* stepfather  
*el papel* role, paper  
*parecer* to seem  
*el pelo* hair  
*pequeño/a* small  
*el/la perro/a* dog  
*el personaje* character (ie. In book, film)  
*popular* popular  
*positivo/a* positive  
*principal* principal, main  
*el programa* programme  
*rubio/a* fair, blond(e)  
*Sudamérica* South America  
*el tatuaje* tattoo  
*tener* to have  
*triste* sad  
*verde* green

## 1.2F Los amigos

*a veces* sometimes  
*algo* something  
*allí* there  
*el año* year  
*bien* well  
*casarse* to get married  
*el/la compañero/a* colleague, (school) friend  
*común* common  
*el contacto* contact  
*creer* to think, believe  
*la definición* definition  
*el día* day  
*diferente* different  
*divorciarse* to get divorced  
*escuchar* to listen (to)  
*el estadio* stadium  
*fatal* terrible

*la frecuencia* frequency  
*genial* great  
*guardar* to keep  
*hablar* to speak, talk  
*hay* there is, there are  
*la idea* idea  
*levantarse* to get up  
*llevarse bien/mal con* to get on well/badly with  
*mejor* better, best  
*la opinión* opinion  
*paciente* patient  
*parecerse a* to look like  
*pasar* to pass, spend  
*pelear(se)* to fight  
*poner(se)* to put on, to become  
*preocupar(se)* to worry  
*el problema* problem  
*próximo/a* next  
*qué* what  
*raramente* rarely  
*raro/a* strange, odd, rare  
*la relación* relationship  
*el sábado* Saturday  
*el secreto* secret  
*siempre* always  
*tarde* late  
*temprano* early  
*el texto* text  
*el tiempo* time, weather  
*todo/a* all, every

## 1.2H La familia moderna

*activo/a* active  
*adoptado/a* adopted  
*ahora* now  
*ayudar* to help  
*biológico/a* biological  
*caer* to fall  
*la calle* street  
*el caramel* o sweet  
*el cariño* affection  
*la casa* house  
*claro* clear, of course  
*coger* to catch  
*la combinación* combination  
*la comida* food, meal  
*compartir* to share



**completo/a** complete

**complicado/a**  
complicated

**comprensivo/a**  
understanding

**conocer** to know, to get to know

**cubano/a** Cuban

**dar** to give

**decidir** to decide

**el deporte** sport

**diverso/a** various

**divorciado/a** divorced

**el domingo** Sunday

**el dormitorio** bedroom

**dos** two

**escoger** to choose

**estricto/a** strict

**extendido/a** extended

**la familia** family

**la familia reconstituida** step family

**familiar** (of the) family

**el fin de semana** weekend

**grande** big

**el/la hijo/a** son/daughter

**juntos/as** together

**la madre** mother

**mandar** to send

**el marido** husband

**mayor** older, bigger, main

**el mensaje** message

**el miembro** member

**mismo/a** same

**moderno/a** modern

**monoparental** single parent

**nosotros/as** we, us

**nuclear** nuclear

**numeroso/a** numerous, large

**el padre** father

**la pareja** couple, partner

**pasarlo bien** to have a good time

**el paseo** walk, stroll

**poder** to be able

**poner** to put

**el/la primo/a** cousin

**proteger** to protect

**el pueblo** village, town

**querer** to want, love

**salir** to leave, go out

**separado/a** separated

**el sexo** sex

**sin** without

**solo/a** only, alone

**la tele** TV, telly

**la tienda** shop, tent

**el/la tío/a** uncle/aunt

**típico/a** typical

**tradicional** traditional

**traer** to bring

**las vacaciones** holidays

**ver** to see, watch

**vez** time, occasion

**visitar** to visit

## 2.1F ¿Estás en forma?

**a pie** on foot

**la actividad** activity

**el (fem.) agua** water

**andar** to walk

**el baile** dance

**el beneficio** benefit

**la bicicleta** bicycle

**el bocadillo** sandwich

**el caballo** horse

**la carne** meat

**caro/a** expensive, dear

**cerrar** to close, shut

**el club** club

**comer** to eat

**contar** to tell, count

**la copa** cup, wine glass, trophy

**correr** to run

**costar** to cost

**cuatro** four

**el desayuno** breakfast

**el diente** tooth

**la dieta** diet

**divertirse** to enjoy oneself, to have fun

**dormir(se)** to sleep

**el ejercicio** exercise

**empezar** to start, begin

**encantar** to love (lit. to delight)

**encontrar** to find

**entender** to understand

**entrenarse** to train

**equilibrado/a** balanced

**el equipo** team, equipment

**esperar** to wait, hope, expect

**el estudio** study, studio

**evitar** to avoid

**favorito/a** favourite

**frío/a** cold

**la fruta** fruit

**fumar** to smoke

**ganar** to earn, win

**el gimnasio** gym

**la grasa** grease, fat

**la hamburguesa** burger

**el jamón** ham

**joven** young

**jugar** to play

**el kilómetro** kilometre

**llevar** to take, carry, wear, lead

**malo/a** bad

**mental** mental

**montar** to ride, set up

**el montón** load, lot

**mostrar** to show

**la natación** swimming

**normalmente** normally

**nunca** never

**el parque** park

**el partido** match, game

**las patatas fritas** chips, fries

**pedir** to ask for, order

**perder** to lose

**permitir** to permit, allow

**el pescado** fish

**el pollo** chicken

**el precio** price

**preferir** to prefer

**probar** to try, test, sample

**rápido/a** fast, quick

**la sal** salt

**la salud** health

**sano/a** healthy

**la semana** week

**el supermercado**  
supermarket

**tener que** to have to

**terrible** terrible

**la variedad** variety

**vegetariano/a** vegetarian

**la(s) verdura(s)** vegetables

**volver** to return, go back

## 2.1H Cuidar de tu salud

**¿a quién / quiénes?** whom, to whom?

**abrir** to open

**acostarse** to go to bed

**adaptarse** to adapt

**¿adónde?** where to?

**el aire** air

**antes (de)** before

**así** like this, like that

**beber** to drink

**la cabeza** head

**cada** each, every

**la calefacción** heating

**el calor** heat

**la cama** bed

**cambiar** to change

**el cambio** change

**la cena** dinner, tea, evening meal

**como** as, like

**¿cómo?** how?

**comprar** to buy

**el corazón** heart

**la crema** cream

**¿cuál / cuáles?** which (ones)?

**¿cuándo?** when?

**¿cuánto / a / os / as?** how much?, how many?

**cubrir** to cover

**el cuerpo** body

**el cuidado** care

**cuidar** to care for, look after

**de quién / quiénes?** whose?

**descansar** to rest

**diario** daily

**disfrutar** to enjoy

**dónde?** where?

**la energía** energy

**la enfermedad** illness, disease

**estar en forma** to be fit

**el estrés** stress

**el (fem.) hambre** hunger

**hasta** until, up to

**la hora** hour, time

**el huevo** egg

**ideal** ideal

**igual** equal, same

**importante** important

**ir** to go

**la leche** milk

**leer** to read

**el libro** book

**la manzana** apple

**menos** less, least

**necesitar** to need



*la noche* night  
*ocho* eight  
*olvidar* to forget  
*el pan* bread  
*la piel* skin  
*por eso* so, therefore  
*¿por qué?* why?  
*primero/a* first  
*puro/a* pure  
*quedarse* to stay  
*¿quién/quienes?* who?  
*el rato* time, while  
*la razón* reason  
*recomendar* to recommend  
*recordar* to remember  
*el régimen* diet  
*relajante* relaxing  
*respirar* to breathe  
*el riesgo* risk  
*la sed* thirst  
*el sol* sun  
*la sombra* shadow, shade  
*la suerte* luck  
*también* also, as well  
*tan ...como* as ... as  
*usar* to use  
*vegano/a* vegan  
*la ventana* window  
*la vida* life

## 2.2F Tipos de dietas

*aquí* here  
*el azúcar* sugar  
*bastante* quite  
*consistir* to consist  
*durante* during  
*la ensalada* salad  
*España* Spain  
*Europa* Europe  
*la falta* lack, shortage  
*fresco/a* cool, fresh  
*frito/a* fried  
*el futuro* future  
*el/la hermano/a* brother/sister  
*intentar* to try  
*el/la* Internet  
*lo que* what  
*luego* then  
*más* more, most  
*el/la médico/a* doctor

*el medio ambiente* environment  
*mediterráneo* Mediterranean  
*menor* younger, smaller  
*natural* natural  
*ninguno/a* none, not any  
*la oficina* office  
*el peso* weight  
*la planta* plant  
*preparar* to prepare  
*el producto* product  
*la proteína* protein  
*la región* region  
*la revista* magazine  
*sacar* to take out, (get)  
*seguir* to follow  
*servir* to serve  
*el sur* south  
*el tipo* type  
*tonto/a* silly, stupid  
*trabajar* to work  
*venir* to come  
*el/la veterinario/a* vet

## 2.2H La vida en España

*el aceite* oil  
*el/la adulto/a* adult  
*alemán/alemana* German  
*alguno/a* some  
*andaluz(a)* Andalusian  
*argentino/a* Argentinian  
*la bebida* drink  
*el café* coffee  
*caliente* hot  
*los cereales* cereals  
*cerrado/a* closed, shut  
*chileno/a* Chilean  
*chino/a* Chinese  
*el chocolate* chocolate  
*decir* to say, tell  
*declarar* to declare  
*demasiado* too, too much  
*después* after, afterwards  
*doce* twelve  
*el/la dueño/a* owner  
*dulce* sweet  
*el ejemplo* example  
*la escuela* school  
*español(a)* Spanish  
 *europeo/a* European  
*la fiesta* festival, party

*francés/francesa (adj.)* French  
*la gente* people  
*hay que* you/one must, it is necessary to  
*histórico/a* historic  
*el horario* timetable, schedule  
*inglés/inglesa (adj.)* English  
*el lunes* Monday  
*la manera* manner, way  
*el martes* Tuesday  
*medio/a* half  
*la merienda* afternoon snack  
*mexicano/a* Mexican  
*nuestro/a* our  
*nueve* nine  
*once* eleven  
*la paella* paella (rice and seafood dish)  
*el plato* dish, plate  
*por* for  
*procesado/a* processed  
*el puente* bridge, Bank holiday  
*el queso* cheese  
*quince* fifteen  
*religioso/a* religious  
*la ropa* clothes  
*el sándwich* sandwich  
*seis* six  
*sentarse* to sit (down)  
*la siesta* siesta, afternoon nap  
*sobre* on, about  
*el sofá* sofa, settee  
*la sopa* soup  
*la tarde* afternoon, evening  
*todavía* still  
*tomar* to take, have, drink, eat  
*el tomate* tomato  
*la tortilla* Spanish omelette  
*tostado/a* toasted  
*el trabajo* work, job  
*treinta* thirty  
*tres* three  
*el zumo* juice

## 3.1F En el instituto

*el/la alumno/a* pupil  
*el ambiente* atmosphere  
*anterior* previous

*apoyar* to support  
*la asignatura* subject  
*la biblioteca* library  
*la chaqueta* jacket  
*correcto/a* correct  
*los deberes* homework  
*el dibujo* art, drawing  
*donde* where  
*duro/a* hard  
*el edificio* building  
*la educación* education  
*explicar* to explain  
*la geografía* geography  
*la historia* history  
*el idioma* language  
*la informática* ICT  
*el inglés (n.)* English (language)  
*la instalación* facility  
*levantar* to raise  
*la mano* hand  
*la mesa* table, desk  
*el móvil* mobile (phone)  
*nada* nothing  
*el ordenador* computer, PC  
*el pasillo* corridor  
*el patio* yard, patio, playground  
*peor* worse, worst  
*privado/a* private  
*el/la profesor(a)* teacher  
*el recreo* break, break time  
*respetar* to respect  
*la silla* chair  
*sin embargo* however  
*el uniforme* uniform  
*útil* useful  
*el viernes* Friday

## 3.1H Lo bueno y lo malo del instituto

*el acoso* bullying  
*el aire libre* in the open air, outdoors  
*apreciar* to appreciate  
*aprender* to learn  
*aprobar* to pass (eg. exam)  
*arruinar* to ruin  
*el arte* art  
*asistir (a)* to attend  
*barato/a* cheap  
*casi* almost, nearly  
*el color* colour



*cómodo/a* comfortable  
*el comportamiento* behaviour  
*construir* to build  
*la cosa* thing  
*crear* to create  
*describir* to describe  
*el diccionario* dictionary  
*enfermo/a* ill, sick  
*escribir* to write  
*estudiar* to study  
*el examen* exam  
*el éxito* success  
*la experiencia* experience  
*extra* extra  
*el extranjero* abroad  
*faltar* to be lacking, missing  
*fascinar* to fascinate  
*feo/a* ugly  
*el francés (n.)* French (language)  
*importar* to matter  
*interesar* to interest  
*jamás* never  
*lento/a* slow  
*libre* free, unoccupied  
*los/las demás* the others, the rest  
*mal* badly  
*matemáticas* Maths  
*mejorar* to improve  
*el mundo* world  
*la música* music  
*negativo/a* negative  
*ni* neither, nor  
*normal* normal  
*el norte* north  
*la nota* grade, mark  
*oír* to hear  
*online* online  
*la oportunidad* opportunity  
*organizar* to organise  
*la página* page  
*la palabra* word  
*para* to, for  
*la parte* part  
*participar* to participate, take part  
*el periódico* newspaper  
*pocos/as* a few, few, not many  
*posible* possible  
*la presión* pressure

*el proyecto* project  
*la prueba* test, exam  
*¿Qué tal...?* How is/was ..., how are/were ...?  
*el recurso* resource  
*la regla* rule, ruler  
*la religión* religion  
*repasar* to revise  
*el resto* rest  
*el resultado* result  
*sentirse* to feel  
*el sitio web* website  
*suspender* to fail (ie. exam)  
*tampoco* neither, either  
*el teatro* theatre, drama  
*terminar* to finish  
*la traducción* translation  
*la ventaja* advantage  
*el viaje* journey  
*viejo/a* old  
*ya no* no longer, not ... any more

## 3.2F Los trabajos

*aburrido/a* boring  
*el/la abogado/a* lawyer  
*el accidente* accident  
*aceptar* to accept  
*el aeropuerto* airport  
*el artículo* article  
*el banco* bank  
*la caja* box, till  
*el/la camarero/a* waiter/waitress  
*la carrera* career, degree course, race  
*el centro* centre  
*cerca de* near to  
*la ciudad* city  
*el/la cliente* customer  
*de moda* fashionable  
*la desventaja* disadvantage  
*diseñar* to design  
*el/la empleado/a* employee  
*el/la enfermero/a* nurse  
*enseñar* to teach, show  
*estupendo/a* great, brilliant  
*el euro* euro  
*la experiencia laboral* work experience  
*la física* physics  
*gritar* to shout

*hacer preguntas* to ask questions  
*hermoso/a* beautiful  
*la información* information  
*el/la ingeniero/a* engineer  
*el/la jefe/jefa* boss  
*la medicina* medicine  
*mil* thousand  
*el museo* museum  
*las noticias* news  
*la novela* novel  
*la obra* work (of art, literature)  
*la opción* option  
*pagar* to pay  
*la película* film  
*el/la periodista* journalist  
*presentar* to present, introduce  
*la profesión* profession  
*resolver* to solve  
*el restaurante* restaurant  
*saber* to know  
*el salario* salary  
*seguro/a* safe, sure, secure  
*la serie* series  
*tener éxito* to be successful  
*el traje* suit, costume  
*la universidad* university  
*viajar* to travel  
*el vuelo* flight

## 3.2H Buscando trabajo

*acompañar* to accompany  
*además de* as well as  
*la administración* administration  
*apropiado/a* appropriate  
*el/la candidato/a* candidate  
*la carta* letter  
*cierto/a* certain  
*comenzar* to begin, start  
*el conocimiento* knowledge  
*la consecuencia* consequence  
*considerar* to consider  
*el currículum* CV  
*dedicar* to dedicate, devote  
*demonstrar* to show, demonstrate  
*depender* to depend

*destacar* to highlight, emphasise  
*el detalle* detail  
*el empleo* work, employment  
*la empresa* firm, company  
*en sí mismo/a* in itself  
*la entrevista* interview  
*enviar* to send  
*exagerar* to exaggerate  
*falso/a* false  
*la formación* training  
*funcionar* to work, function  
*grave* serious  
*hace falta* it is necessary, you must  
*la historia* story  
*humano/a* human  
*la imagen* image  
*la industria* industry  
*el interés* interest  
*investigar* to research  
*llegar* to arrive  
*lograr* to manage  
*mentir* to lie, tell a lie  
*el minuto* minute  
*nadie* no one, nobody  
*el negocio* business  
*la organización* organisation  
*perfecto/a* perfect  
*el perfil* profile  
*personalizado/a* personalised  
*planear* to plan  
*la planificación* planning  
*la pregunta* question  
*el premio* prize  
*la preparación* preparation  
*proactivo/a* proactive  
*el puesto* job, post  
*el punto* point  
*recibir* to receive  
*la red social* social network  
*relajado/a* relaxed  
*sino* but  
*el sitio* place  
*solicitar* to apply for  
*tal y como* just as, exactly as  
*tardar* to take (time)  
*tú mismo/a* yourself  
*vale la pena* it is worthwhile



**1 Listen to these people talking about members of their family. Answer the questions in English.**

- a What does the girl say about her older sister? **1 mark**
- b What does the boy think is going to happen? **1 mark**
- c What does the woman say about her two sons? **1 mark**
- d What does the boy do if he is worried? **1 mark**

**Consejo**



Make sure you include *all* the information you think may be needed to answer a question. For example, in question 1d, you need to mention who the boy talks to *and* what he asks for.

**2 Listen to these people talking about a problem they have had with a friend.**

Write **A** if only statement A is correct

**B** if only statement B is correct

**A+B** if both statements A and B are correct.

**a Sara**

|          |                            |
|----------|----------------------------|
| <b>A</b> | Sara lent Carla a T-shirt. |
| <b>B</b> | Carla lost the T-shirt.    |

**1 mark**

**b Jaime**

|          |                                |
|----------|--------------------------------|
| <b>A</b> | Jaime finds Álvaro unreliable. |
| <b>B</b> | They need Álvaro on the team.  |

**1 mark**

**c Ángela**

|          |                                 |
|----------|---------------------------------|
| <b>A</b> | Lucía helps Ángela in Biology.  |
| <b>B</b> | Lucía wants help with homework. |

**1 mark**

**d David**

|          |                                    |
|----------|------------------------------------|
| <b>A</b> | José betrayed David's trust.       |
| <b>B</b> | David has managed to forgive José. |

**1 mark**

**3 Silvia is talking about aspects of her lifestyle.**

Write **P** for a **positive** opinion.

**N** for a **negative** opinion.

**P+N** for a **positive** and **negative** opinion.

- a Diet **1 mark**
- b Exercise **1 mark**
- c Sleep **1 mark**
- d Work / life balance **1 mark**

**4 These people are talking about the good and bad aspects of their meal in a restaurant. Write down the correct letter for each aspect.**

|          |            |
|----------|------------|
| <b>A</b> | Cost       |
| <b>B</b> | Food       |
| <b>C</b> | Menu       |
| <b>D</b> | Restaurant |
| <b>E</b> | Service    |
| <b>F</b> | Wine       |

- a Eric:      Good aspect      Bad aspect      **2 marks**
- b Lorena:      Good aspect      Bad aspect      **2 marks**



**5 Listen to the head teacher talking in assembly at a Spanish school. When does each event take place?**

Write **P** for something that happened **in the past**  
**N** for something that is happening **now**  
**F** for something that is going to happen **in the future**.

- |                                 |        |
|---------------------------------|--------|
| a the final exam                | 1 mark |
| b the football competition      | 1 mark |
| c the visit by English students | 1 mark |
| d non-uniform day               | 1 mark |

### Consejo



For this type of question, you need to listen out for clues to the time frame. To start with, listen to the verbs and decide whether they are past, present or future. Secondly, listen out for time phrases like *mañana por la tarde* or *el mes pasado*.

**6 Listen to these questions that an interviewer asks. What is the focus of each of her questions? Write the correct letter.**

- |                              |        |
|------------------------------|--------|
| a A relationship with others |        |
| B job suitability            |        |
| C appropriate qualifications | 1 mark |
| b A exam results             |        |
| B working away from home     |        |
| C training                   | 1 mark |
| c A managing people          |        |
| B organising work events     |        |
| C learning from mistakes     | 1 mark |
| d A work experience          |        |
| B reason for application     |        |
| C knowledge of the company   | 1 mark |

### Dictation A

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks

### Consejo



In the dictation, there are about 30 words in total so there will be about 5–7 words per sentence. Remember tips like: there are no double letters with f, s, p; there is no 'ph' in Spanish, it is always 'f'; and bear in mind there may be a silent 'h' somewhere – but in a word that you will know and recognise.

### Dictation B

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks



**Role Play**

You are talking to your Mexican friend.

Your teacher (or partner) will play the part of your friend and will speak first.

You should address your friend as *tú*.

When you see this – ? – you will have to ask a question.

In order to score full marks, you must include a verb in your response to each task.

- 1 Say what you think about your school and give one reason why. (Give **one** opinion and **one** reason.)
- 2 Say what you are going to do at school tomorrow. (Give **two** details.)
- 3 Say what is a disadvantage of the school timetable. (Give **one** disadvantage.)
- 4 Say why homework is important. (Give **one** detail).
- 5 ? Ask your friend a question about the subjects they study.

**Consejo**

When you plan the role play during the preparation time, remember that each question in the role play is marked individually. You won't be penalised for repeating information twice.

**Reading aloud task**

When your teacher (or partner) asks you, read aloud the following text in **Spanish**.

Hace cuatro meses, cuando fui a España por primera vez, viajé a algunas ciudades del sur del país.

Creo que la vida allí es bastante tranquila.

La gente pasa más tiempo en la calle al aire libre porque el clima es agradable. La comida es muy rica y siempre usan productos regionales.

You will then be asked four questions in **Spanish** that relate to the topic of **Healthy living and lifestyle**. Make sure you answer **all four questions as fully as you can**.

**Consejo**

In the reading aloud task, do not think that speaking very fast makes you sound authentic and impressive. Examiners need to hear the accuracy of your pronunciation, so speak at a normal, steady pace and speak up loud and clear.



## Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher (or partner) will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher (or partner) will then ask you questions related to **any** of the topics within the theme of **People and lifestyle**.

## Consejo



When talking about the photo card, there are no quality of language marks, so descriptions can be simple. You can make assumptions when talking about the photo, for example, in Photo 2 below, you could say you think the boy is explaining to his grandfather how to use his new phone.

Photo 1



Photo 2





- 1 Some young people have uploaded these posts to a blog about school. What does each person complain about?

El gobierno tiene que dedicar más dinero al sistema educativo. En nuestro instituto, el edificio es viejo y frío. Y ¿cómo podemos aprender informática si nos faltan ordenadores?

**Daniel**

Hoy en día, el nivel de presión es difícil de aguantar. Hay que estudiar horas y horas cada noche. Además, si suspendemos las pruebas, nuestros padres nos pueden castigar.

**Chloe**

Lo peor del colegio es cómo tratan a los pequeños los estudiantes mayores. A veces, les quitan los libros y los tiran a la basura o les roban el dinero para comprar la comida.

**Sergio**

Lo que necesitamos es más apoyo a la hora de escoger qué vamos a hacer en el futuro. Por ejemplo, no sabemos lo suficiente sobre las diferencias entre el bachillerato y la formación profesional.

**Claudia**

|          |                   |          |                    |
|----------|-------------------|----------|--------------------|
| <b>A</b> | Bullying          | <b>D</b> | Help with homework |
| <b>B</b> | Choosing a course | <b>E</b> | Parents' evenings  |
| <b>C</b> | Facilities        | <b>F</b> | Stress             |

- a Daniel **1 mark**      c Sergio **1 mark**  
 b Chloe **1 mark**      d Claudia **1 mark**  
 e Read the last paragraph carefully.  
 What do you think *a la hora de* means?

|          |                  |
|----------|------------------|
| <b>A</b> | when it comes to |
| <b>B</b> | early            |
| <b>C</b> | because we can't |

**1 mark**

### Consejo



Question 1e above requires you to **work out the general meaning of a word or phrase from the context**. You will need to read around it and use all the clues in the rest of the sentence or paragraph. There will be two questions like this on the reading exam.

- 2 Two young people have posted these comments about how a friend has helped them.

For each question, write **A** if only statement A is correct  
**B** if only statement B is correct  
**A+B** if both statements A and B are correct.

### Mi amiga Mónica

El año pasado me peleé con mis padres y decidí escaparme de casa. Cogí mi mochila y me fui a la ciudad. Mi madre llamó a mi amiga, llorando, y cuando Mónica entendió lo que pasaba, me siguió a la ciudad y me encontró dormida en la calle. Insistió en llevarme a casa. No sé qué me habría pasado sin ella.

**Victoria**

- a **A** Victoria ran away from home.  
**B** Victoria phoned her friend for help. **1 mark**  
 b **A** Victoria's mother was very upset.  
**B** Mónica went in search of Victoria. **1 mark**

### Mi amigo Rodrigo

A mí me cuesta mucho entender las matemáticas cuando el profesor explica en clase y, sin duda, no iba a aprobar el examen. Mi amigo, Rodrigo, se ofreció para venir a mi casa para darme unas clases. Es muy listo y además es muy paciente; con él, he logrado superar mis dificultades y tengo confianza para el examen de este jueves.

**Nicolás**

- c **A** Nicolás struggles with Maths.  
**B** Nicolás failed the Maths exam. **1 mark**  
 d **A** Rodrigo gave Nicolás extra help.  
**B** Nicolás finally passed the exam. **1 mark**



**3 Some people have been posting their comments on a healthy living website. Answer the questions in English.**

Yo antes comía demasiada carne, normalmente con todas las comidas. Desde hace dos semanas he intentado cambiar la carne por platos vegetarianos o por pescado. Me siento mucho mejor. **Mateo**

Cuando era niña, hacía muchas actividades físicas como baloncesto y baile. Hoy en día no puedo encontrar tiempo para nada y no me gusta cómo soy. Necesito perder peso. **Daniela**

Mis compañeros toman mucho café durante la mañana en la oficina y se comen los caramelos que guardan en la mesa. Para no hacer lo mismo, yo compro un montón de naranjas y manzanas para llevar al trabajo y solo bebo agua. **Valeria**

- a Why did Mateo feel he should change his diet? **1 mark**
- b Why is Mateo feeling much better now? **1 mark**
- c How do we know that Daniela was an active child? **1 mark**
- d What is Daniela unhappy about now? **1 mark**
- e What unhealthy habits have Valeria's colleagues got into? **1 mark**
- f What does Valeria do instead? **1 mark**

**Consejo**



Make sure you give all the relevant information that might be required in an answer. For instance, in question 3c, we are told of two activities that Daniela used to do when younger. They are both relevant to the question, so both must be included in the answer.

**4 Translate these sentences into English.**

- a María preparará el arroz que van a tomar para la cena.
- b Estudio alemán desde hace diez meses.
- c Acabamos de terminar nuestro examen de dibujo.
- d Les preguntaré si pueden hacerme una ensalada sin aceite.
- e Lo mejor de mi familia es que nunca discutimos.

**10 marks**

**5 Translate these sentences into English.**

- a Hay que tomar un desayuno saludable antes de ir al instituto.
- b Jamás fumo y nunca voy a empezar.
- c No vale la pena intentar repasar durante el recreo.
- d El colegio se cerrará porque va a haber una huelga de profesores.
- e El horario típico de un instituto español comienza a las ocho y termina a las dos y media.

**10 marks**



**1 Translate the following sentences into Spanish.**

- a I have to do my homework in the evenings.
- b It is important to study foreign languages.
- c Next month, my brother is going to play in a basketball tournament.
- d In order to have a healthy life, you need to eat a balanced diet.
- e Tonight my friends and I will see a very good film in the cinema.

10 marks

**Consejo**

Don't leave out a whole sentence if you are finding it hard. Marks will be awarded for the sections that are completed so always do the parts that you can and then go back to the text and make a considered guess for any gaps you may have.

**Either Question 2.1 or Question 2.2****2.1 You are writing to a new penfriend about your family and friends.**

**Write approximately 90 words in Spanish. You must write something about each bullet point.**

Mention:

- what your best friend is like
- where you went with friends last weekend
- activities that you will do with your family.

15 marks

**2.2 You are writing an article about healthy living.**

**Write approximately 90 words in Spanish. You must write something about each bullet point.**

Mention:

- what you do to keep fit
- something you used to eat that was not very healthy.
- what healthy things you will do in the future.

15 marks

**Consejo**

Use the list of bullet points as a check list and tick each topic off once you have mentioned it. Also, pay attention to the time frame of each bullet point. Is it asking about the past, present or future?



Either Question 3.1 or Question 3.2

**3.1** You are writing a post for a Spanish website on health and lifestyle.

**Write approximately 150 words in Spanish.**  
**You must write something about both bullet points.**

Mention:

- how to have a healthy and active lifestyle
- how this lifestyle will improve your health and well-being in the future.

25 marks

**3.2** You are writing an article about education.

**Write approximately 150 words in Spanish.**  
**You must write something about both bullet points.**

Describe:

- subjects you think should be taught in schools and why
- how you will prepare for getting a job in the future.

25 marks

**Consejo**



If you think you can say a lot more about one of the bullet points than the other, this is not a problem. You will not be marked down if you write more about one aspect than the other, but **you must cover both bullet points.**



## Theme 2

# Popular culture

### Free-time activities

1  Listen to these young people talking about what they do in their free time. Match each statement to the correct image (a–f).

a



b



c



d



e



f



|                        |                         |
|------------------------|-------------------------|
| <i>la app</i>          | app                     |
| <i>aprender</i>        | to learn                |
| <i>el atletismo</i>    | athletics               |
| <i>el deporte</i>      | sport                   |
| <i>el instrumento</i>  | instrument              |
| <i>ir de compras</i>   | to go shopping          |
| <i>jugar (a)</i>       | to play                 |
| <i>leer</i>            | to read                 |
| <i>la lengua</i>       | language                |
| <i>el libro</i>        | book                    |
| <i>practicar</i>       | to practise             |
| <i>el tiempo libre</i> | free time               |
| <i>tocar</i>           | to play (an instrument) |
| <i>ver</i>             | to watch                |
| <i>el videojuego</i>   | videogame               |

2  Match each question to its most likely answer.

1 ¿Vas a salir con tus amigos esta tarde?

a El fútbol porque es un deporte rápido. Mi jugador favorito es Gavi.

2 ¿Te gusta nadar en el mar?

b No, es peligroso. Prefiero ir a la piscina.

3 ¿Cuál es tu deporte preferido?

c Un montón – me encanta subir fotos a mi cuenta de Instagram.

4 ¿Eres muy activa los fines de semana?

d Sí, voy a salir con Mario y Alicia a las tres.

5 ¿Cuál es tu opinión sobre cocinar?

e Me gusta mucho preparar platos sencillos para mi familia.

6 ¿Te interesan las redes sociales?

f No mucho. Los sábados normalmente descanso en casa.

|                         |                 |
|-------------------------|-----------------|
| <i>cocinar</i>          | to cook         |
| <i>la cuenta</i>        | account         |
| <i>descansar</i>        | to rest / relax |
| <i>el fin de semana</i> | weekend         |
| <i>el/la jugador/a</i>  | player          |
| <i>nadar</i>            | to swim         |
| <i>peligroso/a</i>      | dangerous       |

|                      |                  |
|----------------------|------------------|
| <i>la piscina</i>    | swimming pool    |
| <i>rápido/a</i>      | fast             |
| <i>la red social</i> | social network   |
| <i>salir</i>         | to go out        |
| <i>sencillo/a</i>    | simple           |
| <i>subir fotos</i>   | to upload photos |



- 3  Match the adjectives to the correct antonym (opposite word) from the box.

barato/a      divertido/a

útil      bueno/a      fácil

lento/a      peligroso/a

aburrido/a      caro/a

seguro/a      inútil      difícil

rápido/a      malo/a

- 4  Listen to six people (1–6) discussing TV and film. Decide whether their statements are positive (P), negative (N) or positive and negative (P+N).

|                           |                 |
|---------------------------|-----------------|
| <i>la ciencia ficción</i> | science fiction |
| <i>el concierto</i>       | concert         |
| <i>el documental</i>      | documentary     |
| <i>encantar</i>           | to love         |
| <i>en vivo</i>            | live            |
| <i>guay</i>               | cool            |
| <i>aburrir</i>            | to be boring    |
| <i>la película</i>        | film            |
| <i>pensar</i>             | to think        |
| <i>raro/a</i>             | odd             |
| <i>la serie</i>           | series          |

### Customs, festivals and celebrations

- 5  Read this blog entry and answer the questions. Then translate the text into English.

## El blog de Miguel

Vivo en San Sebastián, también conocida como Donostia. Es una ciudad en el norte de España y tiene muchas costumbres y tradiciones únicas.

Tenemos un Festival Internacional de Cine anual muy importante, con premios y visitas de actores y actrices famosos.

El año que viene va a venir el actor chileno Pedro Pascal. ¡Qué emocionante! Me encantan sus series y películas.

Además de las películas y los videojuegos, también me encanta ir a la playa de mi ciudad, que se llama 'La Concha'. ¡Es hermosa! ¡Qué suerte tengo de vivir aquí!



|                     |                |
|---------------------|----------------|
| <i>además de</i>    | as well as     |
| <i>anual</i>        | annual, yearly |
| <i>el cine</i>      | cinema         |
| <i>conocido/a</i>   | known          |
| <i>la costumbre</i> | custom         |
| <i>emocionante</i>  | exciting       |
| <i>hermoso/a</i>    | beautiful      |
| <i>el premio</i>    | prize          |
| <i>la suerte</i>    | luck           |
| <i>único/a</i>      | unique         |
| <i>venir</i>        | to come        |

- What is San Sebastián also known as?
- Where is it located?
- How often does the San Sebastián film festival take place?
- How do we know Miguel is a fan of Pedro Pascal? (two details)
- What is 'La Concha' and how does Miguel describe it?



- 6 Read Amaia's description of Christmas festivities at home. Complete each sentence with the correct word from the box.

familia rojo hermano celebraciones árbol abuelos

¡Me llamo Amaia y me encantan las <sup>1</sup> \_\_\_\_! En la foto...

Soy la niña sonriente con el vestido <sup>2</sup> \_\_\_\_.

Koldo, mi <sup>3</sup> \_\_\_\_ pequeño lleva un jersey.



Hay un <sup>5</sup> \_\_\_\_ de Navidad muy bonito con luces.

Mis padres y mis <sup>4</sup> \_\_\_\_ también están en esta foto.

Me gustan los regalos, pero lo mejor de todo es pasar tiempo con mi <sup>6</sup> \_\_\_\_ ¡Qué divertido!

|                       |                 |
|-----------------------|-----------------|
| <i>los abuelos</i>    | grandparents    |
| <i>el árbol</i>       | tree            |
| <i>la celebración</i> | celebration     |
| <i>sonriente</i>      | smiley          |
| <i>llevar</i>         | to wear         |
| <i>las luces</i>      | lights          |
| <i>lo mejor</i>       | the best thing  |
| <i>la Navidad</i>     | Christmas       |
| <i>el/la niño/a</i>   | child           |
| <i>los padres</i>     | parents         |
| <i>pasar (tiempo)</i> | to spend (time) |
| <i>el regalo</i>      | present, gift   |
| <i>el vestido</i>     | dress           |

- 7 Listen to Amaia's friend, Ester, describe another traditional festival. Complete the fact file with the correct information.

## Fact File

Name: Ester

Location: 3 \_\_\_\_

Age: 1 \_\_\_\_

Date of festival: 4 \_\_\_\_

Home city: 2 \_\_\_\_

Name of festival: 5 \_\_\_\_

Why it is important: 6 \_\_\_\_

Where many young people celebrate it: 7 \_\_\_\_

Why they celebrate it there: 8 \_\_\_\_

|                    |                        |
|--------------------|------------------------|
| <i>allí</i>        | there                  |
| <i>celebrar</i>    | to celebrate           |
| <i>la ciudad</i>   | city                   |
| <i>corto/a</i>     | short                  |
| <i>la fiesta</i>   | party, festival        |
| <i>el/la joven</i> | teenager, young person |
| <i>largo/a</i>     | long                   |
| <i>la noche</i>    | night                  |
| <i>la playa</i>    | beach                  |



8  Match the items of clothing (1–6) to the correct picture (a–f).

- 1 una camisa de flores
- 2 un vestido largo
- 3 unos zapatos negros
- 4 un reloj inteligente
- 5 unas zapatillas de marca
- 6 una camiseta roja



|                        |          |
|------------------------|----------|
| <i>una camisa</i>      | shirt    |
| <i>una camiseta</i>    | T-shirt  |
| <i>un reloj</i>        | watch    |
| <i>un vestido</i>      | dress    |
| <i>unas zapatillas</i> | trainers |
| <i>unos zapatos</i>    | shoes    |

Celebrity culture

9  Listen to five young people discussing their favourite celebrities. Complete the sentences with the words from the box. Then translate them into English.

subir    perfiles    videojuegos    activa    siempre  
favorito    lleva    habla    famoso    ver

- 1 El tenista Carlos Alcaraz es mi deportista **a** \_\_\_\_\_. Siempre **b** \_\_\_\_\_ con sus seguidores.
- 2 Selena Gómez no es muy **a** \_\_\_\_\_ en Instagram. ¿Va a **b** \_\_\_\_\_ alguna foto interesante?
- 3 El actor Manu Ríos es divertido y **a** \_\_\_\_\_ ropa que está de moda. Me gusta **b** \_\_\_\_\_ sus series en Netflix.
- 4 No sigo a ningún **a** \_\_\_\_\_ en TikTok. Prefiero los **b** \_\_\_\_\_ sobre comida o viajes.
- 5 Mi streamer favorita se llama Espe; **a** \_\_\_\_\_ juega a **b** \_\_\_\_\_ en Twitch.

|                         |             |
|-------------------------|-------------|
| <i>de moda</i>          | fashionable |
| <i>el/la famoso/a</i>   | celebrity   |
| <i>hablar</i>           | to talk     |
| <i>la ropa</i>          | clothes     |
| <i>el/la seguidor/a</i> | follower    |
| <i>seguir</i>           | to follow   |
| <i>subir</i>            | to upload   |
| <i>ver</i>              | to watch    |

10  Read Leonardo's daily routine and complete the table with the missing information.

**La rutina de Leonardo, un actor mexicano**

Leonardo trabaja en varias series de televisión. Su rutina por la mañana es sencilla. Se levanta a las siete, desayuna a las siete y cuarto y se viste a las siete y media. Antes de salir de casa a las ocho, se lava los dientes. Trabaja hasta las seis y vuelve a casa a las seis y media. Cena con su familia a las nueve.

| Activity       | Time           |
|----------------|----------------|
| gets up        | <b>1</b> _____ |
| <b>2</b> _____ | 7:15 am        |
| gets dressed   | <b>3</b> _____ |
| <b>4</b> _____ | 8:00 am        |
| finishes work  | <b>5</b> _____ |
| <b>6</b> _____ | 6:30 pm        |
| has dinner     | <b>7</b> _____ |

|                            |                      |
|----------------------------|----------------------|
| <i>cenar</i>               | to have dinner       |
| <i>desayunar</i>           | to have breakfast    |
| <i>lavarse los dientes</i> | to brush one's teeth |
| <i>levantarse</i>          | to get up            |
| <i>la mañana</i>           | morning              |
| <i>la rutina</i>           | routine              |
| <i>salir</i>               | to go out            |
| <i>sencillo/a</i>          | simple               |
| <i>vestirse</i>            | to get dressed       |
| <i>volver</i>              | to return            |



# 4.1F ¡Nos gusta el riesgo!

## OBJECTIVES

- Extreme sports
- The personal *a*
- The present continuous (including irregular gerunds)
- Pronunciation *g*

- 1 Read the adverts promoting summer camps. Match the adverts (1–4) to the photos (a–d).

1 Este verano puedes hacer kayak con tus amigos. Aquí, los chicos y las chicas siempre están subiendo y bajando las aguas rápidas en el río.

2 Durante el mes de septiembre tienes clases de submarinismo en la costa. ¡Los peces están nadando cerca de ti!

3 Hay dos visitas al día a la ciudad de Bilbao donde los jóvenes están haciendo parkour entre las casas y los edificios del barrio antiguo.

4 ¿Te gustan las montañas? Tenemos dos actividades emocionantes: alpinismo y escalada. Puedes ver los pájaros mientras estás respirando aire puro.

## Gramática



### The present continuous

The present continuous is used to describe an action that is in progress. It is formed by using the verb *estar* ('to be') in the present tense and the present participle (the *-ing* form of a verb).

To form the present participle – also known as 'the gerund' – remove the *-ar* ending from the infinitive and add *-ando*.

*jugar* – to play

*estoy jugando* – I am playing

For *-er* and *-ir* verbs, remove the *-er* or *-ir* and add *-iendo*.

*hacer* – to do

*está haciendo* – he / she is doing



- 2 Find four examples of the present continuous in activity 1 and translate them into English.

- 3 Complete each sentence with the present participle of the verbs in brackets.

- Mi hermano está \_\_\_\_ (*practicar*) natación al aire libre.
- Los jóvenes están \_\_\_\_ (*subir*) la montaña.
- Yo estoy \_\_\_\_ (*leer*) un libro sobre la historia del deporte en México.
- Los jugadores están \_\_\_\_ (*entrenar*) muy duro en el gimnasio.
- ¡El chico se está \_\_\_\_ (*caer*) de la bicicleta!

## Gramática



### Irregular gerunds

Be careful! There are several irregular present participles in Spanish. Some examples of these are:

*leer* – *leyendo* (reading)

*traer* – *trayendo* (bringing)

*caer* – *cayendo* (falling)

*ir* – *yendo* (going)

*preferir* – *prefiriendo* (preferring)

*vestir* – *vistiendo* (dressing)

*seguir* – *siguiendo* (following, continuing)

*morir* – *muriendo* (dying)

*dormir* – *durmiendo* (sleeping)



- 4 🎧 Listen to Elias talk about skydiving, his favourite extreme sport. Complete the sentences in English.

- a You jump out when the plane reaches a height of \_\_\_\_.
- b My step mum thinks it is \_\_\_\_, but I am not \_\_\_\_.
- c Normally, I do this sport \_\_\_\_.
- d It's best when the weather is \_\_\_\_ and \_\_\_\_.
- e The only problem is that \_\_\_\_ because \_\_\_\_.

- 5 💬 With a partner, take turns to read aloud the following sentences in Spanish.

- a Ayer vi a mi tío Pedro en el estadio de fútbol.
- b Visito a mis abuelos los domingos.
- c Isabel, ¿conoces a Miguel?
- d Creo que Óscar está llamando a David.

### Pronunciación



#### g

When it comes directly before the vowels 'a', 'o' and 'u', the 'g' makes a hard sound, just as it does in English.

Examples: *jugando, gobierno, gustar*

### Gramática



#### The personal *a*

The personal *a* is used when the direct object of a sentence is a person. For example:

*Veo a Marta.* – I see Marta.

*Voy a ver a mi primo.* – I am going to see my cousin.

But:

*Veo la casa.* – I see the house.

*Visito Italia.* – I visit Italy.

- 6 🔄 Translate the sentences in activity 5 into English.

- 7 🖨 Look at the photo and write at least five sentences in Spanish to describe it.



From a photo, you can describe location, people, objects or animals, and you can also give justified opinions. You can use the following expressions to help structure a description of any photo:

*en la foto hay* – in the photo there is / are

*se puede ver* – you can see

*que yo vea* – as far as I can see

*a mi modo de ver* – in my opinion

*creo que* – I think that

*además* – furthermore

*a la izquierda / a la derecha / en el centro hay* – on the left / right / in the centre there is / are

*en primer plano hay* – in the foreground there is / are

*al fondo hay* – in the background there is / are

- 8 💬 Read aloud your sentences from activity 7 to a partner.

You can also use the present continuous tense:

*está hablando* – he / she is talking

*está sonriendo* – he / she is smiling

*está mirando* – he / she is looking at

*está haciendo* – he / she is doing



# 4.1H ¡Mi tiempo libre es infinito!

- OBJECTIVES**
- A wide range of hobbies
  - Demonstrative adjectives *this, that, these and those*
  - Verbs with prepositions

**1** Read the online profiles. Complete the texts with the correct word from the box below. Be careful! There are some words you don't need.

aire   carreras   casa   deporte   ropa   tiempo

**Raúl @raumiau**

Soy muy aficionado a los videojuegos. Tengo dos **consolas** en casa y siempre que puedo, después del insti, juego una hora al día. Prefiero los juegos de aventuras y las **1** \_\_\_ de coches, aunque también disfruto mucho con los juegos clásicos como el Tetris o el **Comecocos**.

**Nuria @lanuri26**

La moda es muy importante para mí, y por eso me gusta ir de compras con mis amigos. Desafortunadamente, hay que ahorrar mucho dinero si quieres comprar **2** \_\_\_ de marca. Por eso prefiero ir a tiendas de segunda mano.

**Pascual @paskirisas**

**A pesar de** ser una actividad lenta y sin riesgo, los domingos me gusta mucho pasear al **3** \_\_\_ libre. No me importa hacerlo solo o en compañía. Me interesa andar por el campo o cerca del mar.

**Lola y Juana @lasmellis**

Somos dos hermanas y nuestra actividad favorita es entrenar en el gimnasio. El beneficio es para nuestra salud física y mental. Si no tenemos **4** \_\_\_ para ir al gimnasio, entrenamos en el salón de casa o en el jardín. Nos gusta ver vídeos de **gimnastas** famosos en línea e intentar copiarlos.

|                  |               |
|------------------|---------------|
| la consola       | games console |
| Comecocos        | Pac-Man       |
| a pesar de       | despite       |
| el / la gimnasta | gymnast       |
| copiar           | to copy       |

**2** Read the texts again and answer the following questions in English.

- What two types of videogames does Raúl prefer?
- According to Nuria, what is the disadvantage of being interested in fashion?
- Which two areas does Pascual like to walk in?
- What do Lola and Juana do if they can't make it to the gym?

**3** Translate these sentences into Spanish. For each sentence, choose the correct conjugated verb with preposition from the box below.

aprendí a   empezaron a   estás esperando a  
hablarás con   me olvidé de   voy a dejar de

- Will you talk to Luis in the car?
- I am going to stop playing videogames.
- They started to dance salsa at the party.
- I learnt to cook paella with my friend in Valencia.
- Are you waiting for your sister?
- I forgot to buy a present for my cousin's birthday.

## Los verbos



### Verbs with prepositions

There are many common verbs in Spanish which are followed by a preposition you may not expect so they just have to be learnt. They include:

*acordarse de* – to remember  
*aprender a* (+ infinitive) – to learn to  
*comenzar a* (+ infinitive) – to start  
*consistir en* – to consist of  
*dejar de* (+ infinitive) – to stop / quit  
*empezar a* (+ infinitive) – to start  
*esperar a* – to wait for (a person)  
*hablar con* – to speak to  
*olvidarse de* – to forget about  
*pensar en* – to think about  
*soñar con* – to dream about / of  
*tardar en* (+ infinitive) – to take a while to



- 4 🎧 Listen to this news item from a podcast about hobbies. Read the summary and complete each gap with the correct percentage according to what you hear.

According to a study by the University of Lima in Peru, 1 \_\_\_ % of young people prefer videogames to other activities. 2 \_\_\_ % prefer classic videogames such as Super Mario. 3 Just \_\_\_ % go out for a walk during the week and only 4 \_\_\_ % cook at home. With regard to sports, 5 \_\_\_ % prefer football above all, although 6 \_\_\_ % say working out is important to them.

- 5 ★ Complete the sentences with the correct form of the demonstrative adjectives in brackets.

- a Voy a comprar \_\_\_ (*this*) videojuego.
- b Quiero leer \_\_\_ (*those*) novelas.
- c En mi opinión, \_\_\_ (*these*) zapatillas son cómodas.
- d \_\_\_ (*That over there*) estadio es muy moderno.
- e Me gusta mucho \_\_\_ (*that*) camiseta del Real Madrid.

- 6 📝 Answer the following questions in Spanish in as much detail as possible. Use the tables to help you structure your answers. Then ask and answer the questions with a partner.

- a ¿Qué te gusta hacer en tu tiempo libre?
- b ¿Qué actividades te gustaría hacer en el futuro?

| a                    | a/b          | a/b          | a/b       | a/b           | a/b     | a/b           |
|----------------------|--------------|--------------|-----------|---------------|---------|---------------|
| Me apasiona          | bailar...    | porque / ya  | bastante  | bueno / a     | y       | bueno / a     |
| Me encanta           | cantar...    | que / dado   | demasiado | divertido / a | también | divertido / a |
| Me gusta (mucho)     | cocinar...   | que          | muy       | económico / a | además  | económico / a |
| Me interesa          | escuchar...  | pienso que / | súper     | emocionante   | aunque  | emocionante   |
| Prefiero             | entrenar...  | creo que     | tan       | fácil         | pero    | fácil         |
| Suelo                | hacer...     | que yo sepa  | un poco   | genial        | es...   | genial        |
| <b>b</b>             | jugar...     | a mi modo de |           | guay          |         | guay          |
| Me gustaría          | leer...      | ver          |           | increíble     |         | increíble     |
| Pienso en            | pasear /     | es...        |           | interesante   |         | interesante   |
| Sueño con            | caminar...   |              |           | maravilloso   |         | maravilloso   |
| Voy a                | pintar...    |              |           | rápido / a    |         | rápido / a    |
| aprender a           | practicar... |              |           | útil          |         | útil          |
| Voy a                | tocar...     |              |           |               |         |               |
| empezar / comenzar a | ver...       |              |           |               |         |               |

## Gramática



### Demonstrative adjectives *this, that, these* and *those*

These adjectives change according to the gender and number of the noun they describe.

|                    | masculine       | feminine        |
|--------------------|-----------------|-----------------|
| this               | <i>este</i>     | <i>esta</i>     |
| these              | <i>estos</i>    | <i>estas</i>    |
| that               | <i>ese</i>      | <i>esa</i>      |
| those              | <i>esos</i>     | <i>esas</i>     |
| that (over there)  | <i>aquel</i>    | <i>aquella</i>  |
| those (over there) | <i>aquellos</i> | <i>aquellas</i> |

*este videojuego* – this videogame (masculine singular)

*esa actividad* – that activity (feminine singular)

*estos deportes* – these sports (masculine plural)

*aquellas jóvenes* – those young women (over there) (feminine plural)





## 4.2F Veo, veo... ¿Qué ves?

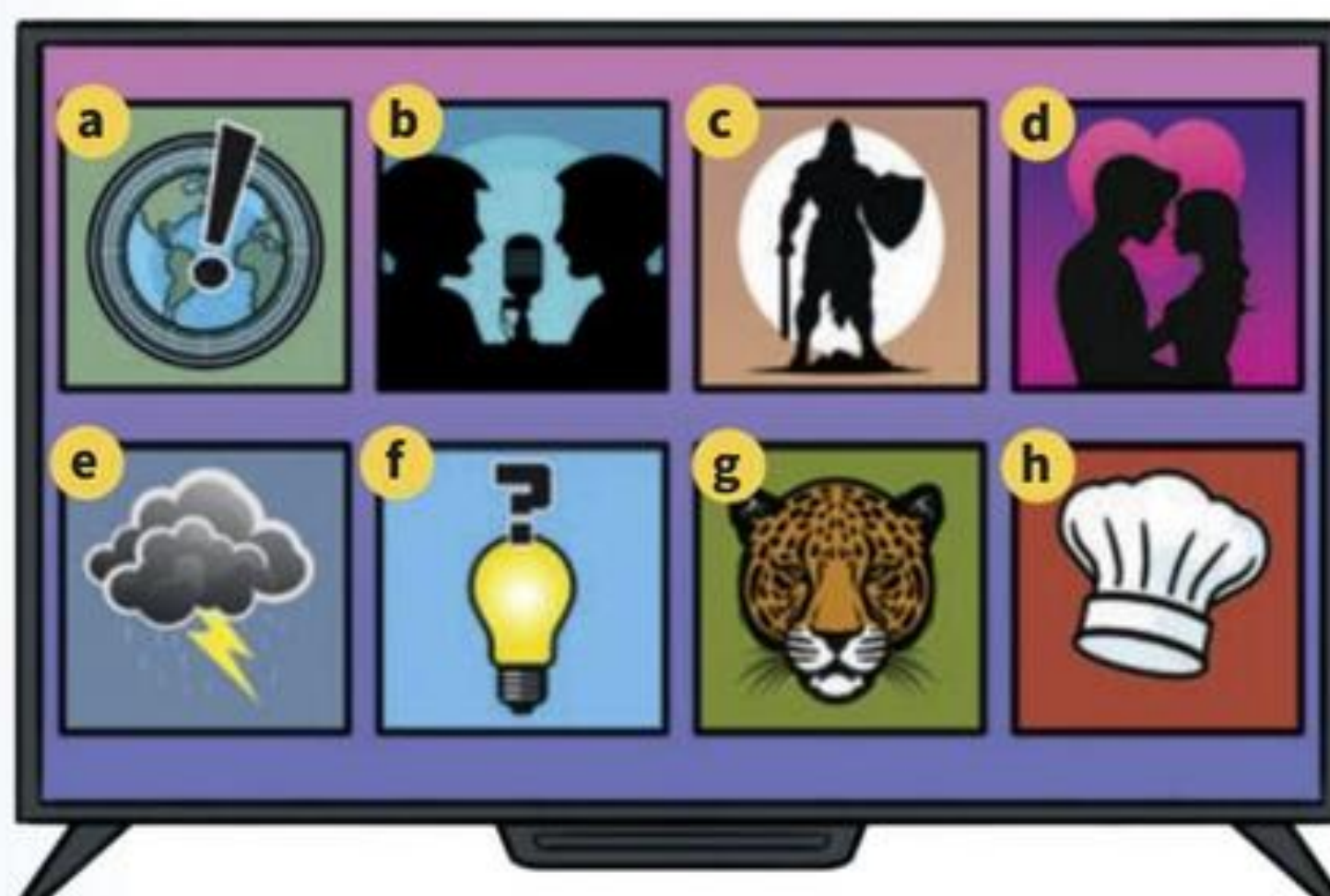
**OBJECTIVES**

- Television and film
- Adverbs of frequency

- The preterite for regular verbs, plus irregular *ver* and *ir*

- 1** Look at the list of types of TV programme in Spanish and match them to the pictures (a–h).

un documental sobre el Amazonas  
el tiempo  
una serie de aventuras  
las noticias  
un programa de cocina  
una telenovela colombiana  
un programa de entrevistas  
un concurso cultural



- 2** Listen to six people talking about what they watch on television. For each person (1–6), write in Spanish the type of programme from activity 1 that they describe.

- 3** Listen again to the people in activity 2 and write down seven adverbs or expressions of frequency you hear.

- 4** Complete the sentences with the correct form of the preterite tense of the verbs in brackets. Watch out for irregular verbs *ir* and *ver*.

- Ayer yo \_\_\_\_ (*ver*) una película muy buena.
- Anoche, Carmen \_\_\_\_ (*ver*) un documental sobre animales.
- En Madrid tú \_\_\_\_ (*escuchar*) música en vivo.
- La semana pasada yo \_\_\_\_ (*escribir*) sobre mi serie favorita.
- El fin de semana pasado mi amiga y yo \_\_\_\_ (*ir*) al parque.
- En Alicante, mis amigos \_\_\_\_ (*disfrutar*) del buen tiempo.

### Gramática



#### The preterite tense for regular verbs, plus irregular *ver* and *ir*

This past tense is used to describe actions completed at a fixed point in time or during a specific period of time. It is formed by removing the *-ar*, *-er* or *-ir* of the infinitive, then adding the following endings:

| pronoun                 | -ar     | -er / -ir |
|-------------------------|---------|-----------|
| yo                      | -é      | -í        |
| tú                      | -aste   | -iste     |
| él / ella / usted       | -ó      | -ió       |
| nosotros / as           | -amos   | -imos     |
| vosotros / as           | -asteis | -isteis   |
| ellos / ellas / ustedes | -aron   | -ieron    |

*comprar* – to buy

*compré* – I bought

*salir* – to go out

*saliste* – you went out

There are many irregular verbs in the preterite tense. Some of these verbs are highly irregular, like the verb *ir*, whereas others only have minor changes, such as *ver*, which does not include any accents.

*ir* – to go: *fui, fuiste, fue, fuimos, fuisteis, fueron*

*ver* – to see: *vi, viste, vio, vimos, visteis, vieron*



- 5  Read Rocío and Pascual's opinions on cinema. Then match statements (a–f) to the correct person, Rocío (R), Pascual (P) or both (R+P).



**Rocío**

Prefiero ver las películas en casa, porque tengo una televisión muy grande. El cine me parece muy caro. Entre mis preferencias están las películas del oeste, las de dibujos animados y las musicales, aunque me gusta todo tipo de películas. La semana pasada vi una peli en Netflix con mi primo Luis. Quiero ver una película en otro idioma, pero es difícil leer rápidamente en español.

**Pascual**

Me gusta un montón ir al cine solo. Allí el ambiente es genial porque es tranquilo, cómodo y la pantalla es grande. Ayer vi una peli romántica en el cine y no estuvo nada mal. Además, me interesan las películas antiguas en blanco y negro, aunque a veces las pelis de historia son difíciles de entender. ¿Mis favoritas? Sin duda, las películas extranjeras.

Who...

- |                                                                                                                       |                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| <p>a has a negative opinion of the cinema?</p> <p>b watches films alone?</p> <p>c is interested in foreign films?</p> | <p>d watches films on a big screen?</p> <p>e likes any type of film?</p> <p>f finds subtitles hard to read?</p> |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|

- 6  Describe the last time you went to the cinema. Mention the following points:

- when and where you went
- what film you saw and what type of film it is
- your opinion of both the film and the cinema
- how often you go to the cinema
- whether you prefer to watch films at home or in the cinema
- what film you would like to watch next

Use the following language to help you structure your answer:

*fui* – I went

*vi* – I saw

*fue* – it was

*prefiero...* – I prefer...

*me gustaría ver...* – I would like to see...

- 7  Present your answer to your class or to a small group.

## Gramática



### Adverbs of frequency

They are words that explain how often something is done. Some common examples are:

|                            |                               |
|----------------------------|-------------------------------|
| <i>a veces</i> – sometimes | <i>siempre</i> – always       |
| <i>nunca</i> – never       | <i>normalmente</i> – normally |

Other common ways of expressing frequency are:

*una vez / dos veces* – once / twice  
*al día / mes / año* – a day / month / year  
*a la semana* – a week  
*una vez al día* – once a day  
*cada* – every  
*cada lunes* – every Monday  
*todos los días* – every day



# 4.2H Mi tiempo es oro

**OBJECTIVES**

- Unusual hobbies
- The superlative

- First-person spelling changes in the preterite tense

- 1 Read the advertisements from a TV producer looking for young people with unusual hobbies. Complete the texts using the words from the box below. There are two words you don't need.

cosa    cuidado    mano    miedo    objetos  
pasado    ríos    tiempo

|                                     |                         |
|-------------------------------------|-------------------------|
| <i>trasladarse</i>                  | transport (oneself)     |
| <i>los enseres</i>                  | goods                   |
| <i>el/la cuidador/a de animales</i> | animal keeper / handler |
| <i>abstracto</i>                    | abstract                |
| <i>expresivo/a</i>                  | expressive              |

## Diseñador de “estilo vintage”

¿Te gustan los juguetes, libros u 1 \_\_\_\_ antiguos? ¿Vas a cafés decorados con muebles de segunda 2 \_\_\_\_ donde te **trasladas** al pasado? ¿Eres el más aficionado a la combinación de **enseres** reciclados, diseño nórdico e industrial y decoraciones pasadas de moda? ¡Queremos conocerte!



## Cuidador de animales

¿Tienes animales en casa? Buscamos a alguien con las mascotas menos comunes. Si no te importa el peligro y no tienes 3 \_\_\_\_, eres la persona ideal para nosotros, sobre todo si ya tienes experiencia en el 4 \_\_\_\_ de animales exóticos.



## Pintores abstractos

Si tienes una actitud artística y pintas mucho en tu 5 \_\_\_\_ libre, eres la persona que buscamos. ¿Pintas con colores vivos, formas nuevas y diferentes? ¿O dibujas paisajes, montañas o 6 \_\_\_\_ de una manera artística o **expresiva**? ¿Piensas que eres el Picasso del futuro? Te esperamos.



- 2 Translate the text on abstract painters into English.

### Cultura

Pablo Picasso is one of the most famous and acclaimed artists of the twentieth century. As well as a painter, he was also a sculptor and ceramicist. He co-founded a new artistic movement known as Cubism and became a highly influential figure in modern art.



### Gramática



#### The superlative

When talking about ‘the most’ or ‘the least’ of something, use *el/la/los/las + más/menos + adjective*.

*David es el más alto.* – David is the tallest.

Note the following superlatives are irregular:

*mejor(es)* – best

*peor(es)* – worst

*mayor(es)* – oldest / biggest

*menor(es)* – youngest / smallest

*Mi madre es la mayor de sus hermanas.*

My mum is the eldest of her sisters.

- 3 Listen to three young people giving their opinion on Pablo Picasso. For each person (1–3), decide if their opinions are positive (P), negative (N) or positive and negative (P+N).



4 ★ Complete the sentences with the most appropriate adjective from the box below.

deliciosa   hermosa   inteligente   mayor   mejor   peor

- a Raúl es **el estudiante más** \_\_\_ de la clase.
- b Ese restaurante español es maravilloso. Tiene **la paella más** \_\_\_ de la ciudad.
- c La playa que visité en México era **la más** \_\_\_ del mundo.
- d En mi pueblo, la contaminación es **el** \_\_\_ **problema** que tenemos.
- e Para mí, *Guernica*, de Pablo Picasso, es **la** \_\_\_ **obra de arte** de todos los tiempos.
- f No me gustó nada aquel viaje a las montañas. Fue **la** \_\_\_ **experiencia** de mi vida.

5 ✂ Translate the sentences from activity 4 into English.

6 ★ Read the following list of common verbs that undergo a spelling change in the first person of the preterite tense. Write each verb in the first person of the preterite tense and then translate into English.

Example: *pagar* > *pagué* – I paid for

- a tocar                      c practicar                      e comenzar                      g organizar
- b alcanzar                      d castigar                      f cruzar                      h negar

## Mi diario

Me interesa la astronomía. Sigo a Sara García, una astronauta y científica en la **Agencia Espacial Europea**. Ella es un modelo a seguir para mí. Empecé a mirar las estrellas hace diez años desde la ventana de mi dormitorio. Antes tuve otros pasatiempos también: toqué la guitarra y busqué **fósiles** en las rocas de cerca de la playa. ¡Pero ahora estoy seguro de que este pasatiempo es el más divertido! La semana pasada compré mi primer **telescopio**. Fue bastante caro, pero valió la pena porque mi sueño es trabajar en la NASA y viajar a la **Luna**.



Sara García

## Gramática



### First-person spelling changes in the preterite tense

The first-person singular endings of verbs which end in *-car*, *-gar* and *-zar* (like *buscar*, *llegar* and *empezar*) have a spelling change in the preterite tense.

| Verb ending | First-person change | Example                      |
|-------------|---------------------|------------------------------|
| -car        | c > qu              | <i>busqué</i> – I looked for |
| -gar        | g > gu              | <i>llegué</i> – I arrived    |
| -zar        | z > c               | <i>empecé</i> – I started    |

Note that these verbs follow a regular pattern in all other persons of the preterite tense.

|                                    |                       |
|------------------------------------|-----------------------|
| <i>la astronomía</i>               | astronomy             |
| <i>la Agencia Espacial Europea</i> | European Space Agency |
| <i>el fósil</i>                    | fossil                |
| <i>el telescopio</i>               | telescope             |
| <i>la Luna</i>                     | the Moon              |

7 📖 Read about Jorge's diary. Complete the sentences with the correct information.

- a Jorge started to look at the stars...
- b He looked for fossils...
- c His telescope was quite expensive, but...

8 💬 With a partner, ask and answer the following questions.

- a ¿Cuál es tu pasatiempo favorito?
- b ¿Cuándo lo empezaste?
- c ¿Con quién lo haces?
- d ¿Cuáles son las ventajas y desventajas de este pasatiempo?



# 5.1F Nuestras tradiciones de siempre

- OBJECTIVES**
- Religious celebrations
  - Past-tense time phrases
  - Irregular verbs in the preterite tense
  - Pronunciation *r*

**1** 🎧 Rodrigo and Elisa are describing how they celebrate Christmas, New Year or Hanukkah at home. Listen carefully and decide who makes the following statements (a–g), Rodrigo (R), Elisa (E) or both (R+E).

- |                                     |                              |
|-------------------------------------|------------------------------|
| a Last year I got a bike!           | e My mum is a single parent. |
| b You have to eat twelve grapes!    | f Lights are important.      |
| c I like to spend time with family. | g My sister is vegan.        |
| d My grandparents come to visit.    |                              |



La Nochevieja



Los Reyes Magos



La Janucá

**2** 🔄 Translate these sentences into Spanish. Use the past tense verbs from the box.

anduviste dije dijo hizo  
pude supo tuve

- I had a problem yesterday.
- Last night I told the truth.
- Last week, Sonia did her homework.
- Did you walk to the party?
- I couldn't speak to my mum.
- Two days ago, he said that he knew.

## Pronunciación



*r*

The softer Spanish 'r' is found in the middle of a word. It is not rolled like the 'rr', or 'r' at the start of a word, but is still not at all like the English 'r'. The sound is closer to an English 'dd'.

Examples: *favorito, durante, traer*

## Gramática



### Past-tense time phrases

Some common time phrases you can use to refer to past events are:

*ayer* – yesterday

*hace diez minutos* – ten minutes ago

*anoche* – last night

*hace tres días* – three days ago

*pasado/a* – last

*durante* – for

*el lunes pasado* – last Monday

*durante dos horas* – for two hours

*la semana pasada* – last week

*durante un año* – for a year

*hace...* – ago...



- 3  Read about three traditions in the cities of Seville, Madrid and Barcelona. Find a synonym for words (a–f). They appear in the order of the text and there are two in each paragraph.

- |            |             |           |
|------------|-------------|-----------|
| a hermosas | c diferente | e termina |
| b el grupo | d feliz     | f enseñar |

|                |               |
|----------------|---------------|
| sacar una foto | take a photo  |
| el barrio      | neighbourhood |
| el desfile     | parade        |
| el ayuno       | fasting       |
| subir          | upload        |

## LA PASCUA

La semana antes del Domingo de Pascua en España se llama Semana Santa. Hay muchas celebraciones católicas en las calles de las ciudades, normalmente en el mes de abril. Para Adrián Téllez, un estudiante de Sevilla, 'es la mejor semana del año. Es una fiesta religiosa, pero no importa si eres religioso o no, las imágenes son tan bonitas. El martes pasado **saqué** varias **fotos** y después pude ir a escuchar la música de la banda local cerca de la Plaza de Curtidores'.



## ¡FELIZ AÑO NUEVO CHINO!

Esta celebración normalmente tiene lugar a principios del mes de febrero. Cada año un animal distinto tiene mucha importancia, por ejemplo, 2030 será 'el Año del Perro'. Hao, un hombre que vive en el **barrio** de Usera en Madrid, donde hay una comunidad china de más de 6.000 personas dice, 'hoy vine a esta plaza con mi mujer a celebrar el año nuevo chino. Además, hace dos horas fui al **desfile** y fue una experiencia muy alegre'.



## ¡FELIZ EID!

El día de Eid al-Fitr es la fiesta que pone fin a un mes de **ayuno** y es un día muy importante en la cultura musulmana. En Barcelona el año pasado, hubo muchas celebraciones familiares, con amigos y vecinos. Según Ramia Schannel, una influencer en YouTube, 'lo más importante es disfrutar de toda la comida en buena compañía después de un mes de esfuerzo'. Ramia **subió** una foto a su Instagram ayer para mostrar su desayuno la mañana del día de Eid.



- 4  Translate the second paragraph describing the Chinese New Year into English.
- 5  Read aloud the last two sentences from the paragraph about Easter (from *Es una fiesta religiosa*) and ask your partner for feedback on your accent and intonation.
- 6  Answer the following questions in a short paragraph.
- ¿Cuál es tu fiesta favorita?
  - ¿Cuándo tiene lugar esta fiesta?
  - ¿Con quién la celebras?
  - ¿Cuál es tu opinión sobre esta fiesta?
  - Describe lo que hiciste la última vez que celebraste esta fiesta.



# 5.1H ¡Un año más!

- OBJECTIVES**
- Unique family traditions
  - Stem changes in the preterite tense
  - Prepositional pronouns

**1** Listen to the descriptions of four different Hispanic birthday traditions. Match each description (1–4) to the correct image (A–D).

|                        |                    |
|------------------------|--------------------|
| <i>la oreja</i>        | ear                |
| <i>la videoconsola</i> | videogames console |
| <i>la mordida</i>      | bite               |
| <i>el pastel</i>       | cake               |



**2** Listen to the descriptions again and write phrases a–d in Spanish to match what you hear.

- a They say it is funny.
- b I usually invite my school friends.
- c I always ask my family.
- d then someone pushes you.

**3** Read the sentences in English and complete the Spanish with the correct preposition and prepositional pronoun.

- a The gift is for her. | El regalo es...
- b Are you going to come with me? | ¿Vas a venir...
- c David works for us. | David trabaja...
- d We went without them. | Fuimos...
- e She is next to you (sing.). | Ella está...
- f I want to go with him. | Quiero ir...

## Gramática



### Prepositional pronouns

These pronouns are used to replace a noun after prepositions such as *para* (for), *con* (with), *sin* (without), *de* (of, about, from), and prepositions of place such as *delante de* (in front of), *detrás de* (behind) and *al lado de* (next to).

*mí* (me)

*ti* (you, sing.)

*él* (him)

*ella* (her)

*nosotros / nosotras* (us)

*vosotros / vosotras* (you, pl.)

*ellos / ellas* (them)

*Adela habla mucho de mí.* – Adela talks a lot about me.

*¿Quieres ir a la fiesta con nosotros?* – Do you want to go to the party with us?

Note that *con* (with) has irregular forms:

*conmigo* – with me

*contigo* – with you



4  Read Eréndira's blog about her special 15th birthday celebrations. Choose the **five** correct statements from the options a–h.

- a Eréndira's 15th birthday party took place last month.
- b The day before the ceremony Eréndira went to church.
- c Eréndira visited the hairdresser's with her mum and two cousins.
- d Eréndira's elder sister couldn't come to the family meal.
- e On the day of her 15th birthday, Eréndira could not sleep well.
- f Eréndira says the occasion is similar to a wedding.
- g Eréndira took lots of photos.
- h Eréndira's parents embarrassed her at the end of the party.

## Gramática



### Stem changes in the preterite tense

There are some verbs that have a spelling change in the 'he'/'she' and 'they' forms of the preterite tense.

#### -e > -i stem change

Example: *preferir* – to prefer

|                   |                     |                    |
|-------------------|---------------------|--------------------|
| <i>preferí</i>    | <i>preferiste</i>   | <i>preferió</i>    |
| <i>preferimos</i> | <i>preferisteis</i> | <i>preferieron</i> |

#### -o > -u stem change

Example: *dormir* – to sleep

|                 |                   |                  |
|-----------------|-------------------|------------------|
| <i>dormí</i>    | <i>dormiste</i>   | <i>durmió</i>    |
| <i>dormimos</i> | <i>dormisteis</i> | <i>durmieron</i> |

#### -y stem change

Example: *leer* – to read

|               |                 |                |
|---------------|-----------------|----------------|
| <i>leí</i>    | <i>leíste</i>   | <i>leyó</i>    |
| <i>leímos</i> | <i>leísteis</i> | <i>leyeron</i> |



BLOG

ABOUT

CONTACT



Siempre voy a recordar la increíble fiesta que tuve el mes pasado.

Soy de Puebla, en México y la tradición de las fiestas de **quinceañera** aquí en mi país es algo muy importante, con muchos momentos profundos. Primero, el día antes de la ceremonia en la iglesia, mi madre, mis primas Irene y Sofía y yo visitamos a nuestra peluquera. Después, fuimos a la tienda a recoger mi vestido rojo. ¡Qué precioso!

Por la noche, mi familia prefirió cenar en casa. Fue muy especial para mí porque vino mi hermana mayor. Actualmente vive en Guadalajara y no nos vemos con frecuencia.

El día de mi quinceañera, no pude dormir bien. Me levanté muy temprano para preparar todo. Mi madre, mis tías y mi hermana me ayudaron a vestirme. Después, fuimos a la iglesia para la ceremonia religiosa. Cierta gente sugiere que es como una boda, pero no estoy de acuerdo.

Una hora más tarde, tuve mi fiesta privada con mis compañeros de instituto, con baile, regalos y comida. Celebramos de forma muy animada y ¡saqué un montón de fotos, claro! Al final, para sorprenderme, mis padres pusieron un vídeo de mi vida, con fotos y música. ¡Qué vergüenza!

*la quincerañera* girl's 15th birthday (Latin American cultures)

5  Translate these verbs into Spanish. Use the preterite.

- a they felt
- b she asked for
- c he died
- d they believed
- e she fell
- f they heard

6  Look at the photo of the girl celebrating her **quinceañera** with her family in activity 4 and describe it in as much detail as possible.



## 5.2F Latinoamérica celebra la vida

- OBJECTIVES**
- Latin American festivals
  - Apocopation of adjectives
  - *antes de, después de, al + infinitive*
  - Pronunciation *ch*

**1**  Listen to the descriptions of *Día de Muertos* and *Feria de las Flores*. Then choose the correct option (a–c) to complete the sentences.

- Day of the Dead takes place on the...
  - 12<sup>th</sup> November.
  - 2<sup>nd</sup> November.
  - 2<sup>nd</sup> December.
- The origins of the tradition are...
  - Catholic.
  - Mexican.
  - both Catholic and Mexican.
- The atmosphere is full of...
  - sadness and death.
  - joy and life.
  - tension and emotion.
- The *Feria de las Flores* is celebrated...
  - every August.
  - in all of Colombia's cities.
  - in the east of Colombia.
- This year, the festival will have more than 4,000...
  - different activities on offer.
  - typical foods to try.
  - foreign tourists in attendance.



**2**  Complete the sentences with the correct form of the adjectives in brackets. Apply the rules of apocopation.

- No hay desfiles hoy a causa del \_\_\_\_ (*malo*) tiempo.
- En Colombia, es famosa la \_\_\_\_ (*grande*) Feria de Cali.
- El \_\_\_\_ (*primero*) día del Carnaval fue increíble.
- No hay \_\_\_\_ (*ninguno*) supermercado en el pueblo.
- Voy a ser profesora \_\_\_\_ (*alguno*) día.
- Mi tío es un \_\_\_\_ (*bueno*) hombre.

### Gramática



#### Apocopation of adjectives

Some adjectives can be placed before a noun. When placed before a masculine noun, they have a shortened form.

*bueno* > *buen* – good

*un buen ambiente* – a good atmosphere

*malo* > *mal* – bad

*un mal olor* – a bad smell

*primero* > *primer* – first

*en primer lugar* – in the first place

*tercero* > *tercer* – third

*el tercer día* – the third day

*alguno* > *algún* – some, any

*en algún momento* – at some point

*ninguno* > *ningún* – not a single, no

*ningún problema* – no problem

*Grande* is shortened to *gran* when placed before a masculine **or** feminine noun, and means 'great'.

*una gran fiesta* – a great party

*un gran amigo* – a great friend



- 3 Read this tourist leaflet from the historic city of Cusco, Peru. Complete the text with the words from the box below.

gran aprender entre teatro antes bebe

Este año 1 \_\_\_ el 20 y 23 de junio, Cusco se viste de alegría para celebrar el *Inti Raymi*, una fiesta que en lengua quechua significa 'fiesta del sol'. Hay carnavales, música y 2 \_\_\_ en las calles de la ciudad.

Consejos para turistas:

- ¡3 \_\_\_ mucha agua! Hará calor y estarás mucho tiempo en la calle.
- Es importante ponerse zapatos cómodos 4 \_\_\_ de salir del hotel.
- Después de ver las celebraciones, puedes visitar los museos de la ciudad para 5 \_\_\_ más sobre nuestra cultura.
- ¡Trae tu móvil o una cámara! Al llegar a esta 6 \_\_\_ fiesta, vas a sacar muchas fotos desde el primer día.

- 4 Translate the four pieces of advice from activity 3 into English.

- 5 Translate these sentences into Spanish.

- Before going to Mexico, I am going to buy a suitcase.
- I went to the party with a good friend.
- After studying the great history of Peru, I visited Cusco.
- On entering the kitchen, I saw a lot of delicious food.
- The first hotel is very clean and modern.

- 6 Research one of the following Latin American festivals online and present five or more facts in Spanish about it to your class.

- La Fiesta de la Vendimia in Mendoza, Argentina
- Mistura, in Lima, Peru
- Tapati Rapa Nui, Isla de Pascua, Chile

Example: • *Se celebra en...*

- *Las principales características de esta fiesta son...*
- *La fiesta es popular por su...*
- *En mi opinión, esta fiesta es interesante porque...*

Mention:

- when it takes place
- its main features
- the number of visitors
- why it is popular
- your opinion of it.



## Gramática



### *antes de, después de, al + infinitive*

When translating the sentences in activity 4, make sure you use the gerund form of the verb with the following constructions:

*al... – on / upon...*

*antes de – before...*

*después de – after...*

*al llegar – on arriving*

*antes de ir – before going*

*después de comer – after eating*

## Pronunciación



### *ch*

The 'ch' sound is an easy one to master as it is the same as the English 'ch' found in 'church' and 'cheese'. Whereas in English, 'chef' is much softer, in Spanish it always retains the harder sound.

Examples: *Quechua, Chile, coche*

## Cultura



**Quechua** is an official language of Perú and Bolivia. It has approximately 10 million speakers and was the main language of the Inca Empire for more than four centuries.



## 5.2H Bailando al ritmo hispano

- OBJECTIVES**
- Traditional Hispanic music and dance
  - *seguir* and *continuar* with the present participle
  - Interrogatives with prepositions

- 1**  Listen to some descriptions of the tango and flamenco. Choose the five correct statements from a–h.

The tango...

- a first appeared in the 18th century.
- b is a mixture of Afroamerican and European styles.
- c is also famous in Uruguay.
- d is not a difficult dance to learn.

Flamenco...

- e originated in southern Spain.
- f first appeared in the 8th century.
- g awakens deep feelings.
- h is not easy to dance.



- 2**  Read statements a–e carefully. Write a suitable question for each statement using the correct preposition and an interrogative phrase from the box below.

¿De qué...?    ¿De quién...?    ¿Con quién...?  
 ¿A quién...?    ¿Para qué...?

- a Ayer vi un espectáculo de tango con Aurora.
- b Uso la falda roja para bailar flamenco.
- c Ese coche azul es de tu tío Luis.
- d Voy a visitar a mi primo.
- e Estamos hablando de los bailes populares de Colombia.

### Gramática



#### Interrogatives with prepositions

You have already come across a range of interrogatives (question words) in Spanish, such as *¿qué?* (what?). When we need to ask a question using a verb that is followed by a preposition, such as *de*, *a*, *para* or *con*, the preposition must be placed at the beginning of the question, before the question word.

- ¿De qué...?
- ¿De qué hablas? – What are you talking about?
- ¿De quién...?
- ¿De quién es ese libro? – Whose is that book?
- ¿Con quién...?
- ¿Con quién fuiste? – Who did you go with?
- ¿A quién...?
- ¿A quién viste? – Who did you see?
- ¿Para qué?
- ¿Para qué es eso? – What is that for?
- ¿En qué...?
- ¿En qué consiste? – What does it consist of?



# ¡Bailando con las Estrellas!

En el programa en vivo de *Bailando con las Estrellas* de la semana que viene, nuestras parejas intentarán ganar la semifinal con bailes latinos.

Bruno García y Simona del Río bailarán salsa. La salsa es un baile con influencia **caribeña** con pasos rápidos a la derecha y la izquierda. Aunque ya lo hacen muy bien, la pareja sigue practicando seis horas al día para ganar.

David López y Rosita Sánchez traen los **ritmos** más calientes con una rumba. La rumba empezó en Cuba como un baile individual y más tarde, en pareja o en grupo. A David le duele la pierna y si no puede seguir bailando, la pareja tendrá que abandonar el concurso.

Ramón Comares y Silvia Téllez tienen una sorpresa: esta semana bailarán un bolero muy romántico y también una bachata en el último minuto. La bachata es un tipo de baile cada vez más popular, que todo el mundo conoce. ¡Seguro que gran parte del público les votará!

El año que viene, el programa espera continuar teniendo representación de otros bailes latinos como el Cha Cha Cha o el Mambo. ¡Hay tantos bailes latinos y son todos verdaderos espectáculos!



caribeño/a  
el ritmo

Caribbean  
rhythm

## 3 Read the preview of the next episode of the dance programme *Bailando con las Estrellas* and answer the questions in English.

- a When will the next episode be shown?
- b How is the salsa dance described?
- c How do we know Bruno García and Simona Del Río are eager to win?
- d Why might David López and Rosita Sánchez have to leave the competition?
- e Why is it likely that Ramón Comares and Silvia Téllez will receive a lot of votes?
- f What do the producers hope will happen next year?

## 4 Read the text again to find and translate into English the three examples of *seguir* / *continuar* + present participle.

## 5 Read aloud this passage in Spanish. Then answer the following questions about yourself, extending your answers as much as possible.

Hay tantos bailes latinos y la mayoría me parecen bastante rápidos. Actualmente, sigo leyendo un libro sobre la rumba que empecé la semana pasada. Tengo intención de aprender este baile en una escuela cerca de mi casa. ¿Con quién bailaré? Con mi mejor amiga Sara, ¡claro!

- ¿Te gusta la música latina?
- ¿Cuál es tu estilo de música favorito?
- ¿Tienes algún cantante o grupo preferido?
- ¿Tocas algún instrumento?
- ¿Te gustaría ir a un concierto?

## 6 Write a 90-word paragraph in Spanish describing your musical preferences. Use your responses to the questions in activity 5 to help structure your answer.

### Los verbos



#### *seguir* and *continuar* with the present participle

The verbs *seguir* and *continuar* must be followed with the present participle of a verb to express the idea of 'to continue / keep on doing something'.

*Seguimos practicando los bailes tradicionales.* – We keep on practising traditional dances.

*Es importante continuar respetando otras culturas.* – It is important to continue respecting other cultures.



# 6.1F Lola y Rosalía, ayer y hoy

## OBJECTIVES

- Comparing and contrasting two female icons
- Suffixes *-ísimo* and *-ito*

- The imperfect tense in full
- Pronunciation *a, e, i*

- 1 Read the texts on Lola Flores and Rosalía and decide whether each phrase (a–f) refers to Lola (L), Rosalía (R) or both (R+L).

## ROSALÍA

Rosalía es una de las estrellas de la música más importantes del mundo. Nació en 1992 y su **estilo** moderno tiene muchas **influencias**, como el flamenco, la música **urbana** y el hip hop. A veces canta con otros artistas famosos como Ozuna, The Weeknd o Billie Eilish.

Cuando era más joven, Rosalía estudiaba música todos los días porque quería ser cantante profesional.

Ahora, gana muchos premios en Europa y Estados Unidos, y sus vídeos en YouTube tienen millones de visitas.



## LOLA FLORES

Lola nació en el año 1923 y murió en el 1995. Fue una cantante, actriz y artista única en España. Era, y todavía es, un **icono** de la cultura popular porque siempre tenía muchísima energía y su personalidad era fuerte y animada.

Lola tuvo mucha **fama** internacional en la televisión y en el cine. Siempre bailaba y cantaba flamenco de una **forma** muy personal. En 1951 viajó a América por primera vez y tuvo mucho éxito en México y en Estados Unidos.



- a an actress and movie star
- b a fan of flamenco music
- c a strong character

- d a student of music in her childhood
- e an online star
- f a success in the USA

|                      |           |
|----------------------|-----------|
| <i>el estilo</i>     | style     |
| <i>la influencia</i> | influence |
| <i>urbano/a</i>      | urban     |
| <i>el icono</i>      | icon      |
| <i>la fama</i>       | fame      |
| <i>la forma</i>      | way       |

- 2 Listen to two short statements. Write one word in Spanish in each gap according to what you hear. Check carefully that your spelling is accurate.

### Lola Flores

Sus fotos, \_\_\_ y \_\_\_ siguen \_\_\_ muy \_\_\_\_\_. Me \_\_\_ que nunca \_\_\_ a pasar de \_\_\_\_\_.

### Rosalía

El \_\_\_ pasado, la \_\_\_ en \_\_\_ de \_\_\_ conciertos en \_\_\_\_\_.

- 3 Read the texts in activity 1 again. Find six examples of different verbs in the imperfect tense and translate them into English.



- 4  Complete each sentence with the correct imperfect tense form of the verbs in brackets. Then translate the sentences into English.
- Tú siempre \_\_\_\_ (escuchar) música pop.
  - Mi hermana \_\_\_\_ (llevar) gafas.
  - De niña, mi madrastra \_\_\_\_ (vivir) en Barcelona.
  - Cada verano, mi familia y yo \_\_\_\_ (visitar) a nuestros abuelos.
  - Por la mañana, los niños \_\_\_\_ (beber) leche en la escuela.
  - Mis amigos y yo \_\_\_\_ (ver) una película en el cine todos los sábados.
  - Los profesores de mi escuela primaria \_\_\_\_ (ser) muy simpáticos.
  - Cuando yo \_\_\_\_ (ser) pequeña, \_\_\_\_ (jugar) en el jardín todos los días.

- 5  Read these statements about Lola Flores and Rosalía and decide whether each one is positive (P), negative (N) or positive and negative (P+N).

- Pienso que la música de Rosalía es muy buena.  
Sus canciones son increíbles.
- Opino que no hay otra artista como Lola Flores.  
Es la mejor de todos los tiempos.
- Los conciertos de Rosalía son muy emocionantes,  
aunque ¡las entradas son muy caras!
- Lo siento, pero la música y las películas de Lola Flores me interesan muy poco.
- Es verdad que la música de Rosalía siempre me hace querer bailar.
- Lola Flores es una cantante muy importante.  
Cantaba y bailaba con mucha pasión.

- 6  Read the underlined words in sentences a, c and f in activity 5 again. Rewrite them using the suffixes *-ísimo*, *-ísima*, *-ísimos* or *-ísimas* as required.

## Pronunciación



### a, e, i

Spanish vowels are shorter in duration than their English equivalents. The vowels 'a', 'e' and 'i' sound a bit like those taught to young children as part of the English phonetic alphabet ('a' as in 'apple', 'e' as in 'net' and 'i' as in 'meet').

Examples: **año**, **es**, **niño**, **América**

## Los verbos



### The imperfect tense in full

The imperfect tense is used to describe a past action that does not have a clear beginning or end:

- when saying what people or things used to be like.  
*De niño, siempre comía chocolate.* – As a child, I always ate / used to eat chocolate.
- when describing what someone or something was like.  
*Mi abuelo tenía los ojos verdes.* – My grandfather had green eyes.

The imperfect tense is formed by removing the *-ar*, *-er* or *-ir* endings of the infinitive, then adding the following endings:

|                                | <b>-ar verbs</b> | <b>-er and -ir verbs</b> |
|--------------------------------|------------------|--------------------------|
| <i>yo</i>                      | <i>-aba</i>      | <i>-ía</i>               |
| <i>tú</i>                      | <i>-abas</i>     | <i>-ías</i>              |
| <i>él / ella / usted</i>       | <i>-aba</i>      | <i>-ía</i>               |
| <i>nosotros / as</i>           | <i>-ábamos</i>   | <i>-íamos</i>            |
| <i>vosotros / as</i>           | <i>-abais</i>    | <i>-íais</i>             |
| <i>ellos / ellas / ustedes</i> | <i>-aban</i>     | <i>-ían</i>              |

There are three irregular verbs in this tense:

|                                | <b>ser (to be)</b> | <b>ir (to go)</b> | <b>ver (to see)</b> |
|--------------------------------|--------------------|-------------------|---------------------|
| <i>yo</i>                      | <i>era</i>         | <i>iba</i>        | <i>veía</i>         |
| <i>tú</i>                      | <i>eras</i>        | <i>ibas</i>       | <i>veías</i>        |
| <i>él / ella / usted</i>       | <i>era</i>         | <i>iba</i>        | <i>veía</i>         |
| <i>nosotros / as</i>           | <i>éramos</i>      | <i>íbamos</i>     | <i>veíamos</i>      |
| <i>vosotros / as</i>           | <i>erais</i>       | <i>ibais</i>      | <i>veíais</i>       |
| <i>ellos / ellas / ustedes</i> | <i>eran</i>        | <i>iban</i>       | <i>veían</i>        |

## Gramática



### Suffixes *-ísimo* and *-ito*

You can convey the idea of 'very', 'really' or 'extremely' in Spanish by using the suffixes *-ísimo*, *-ísima*, *-ísimos*, *-ísimas* at the end of an adjective.

*es lento* > *es lentísimo* – he is slow; he is really slow

*son inteligentes* > *son inteligentísimos* – they are intelligent; they are really intelligent

You can say something is smaller by adding *-ito*, *-ita*, *-itos* or *-itas* to the end of a noun or adjective.

*la mesa* – the table; *la mesita* – the little table

*bajo* – short; *bajito* – very short



## 6.1H La nueva cultura de la fama

### OBJECTIVES

- Celebrity culture
- The preterite and imperfect tenses
- Adjectives with *ser* and *estar*

# ¡Salto a la fama!

La historia de Georgina Rodríguez es sin duda una historia interesante, sobre una chica de barrio que llegó a ser famosa mundialmente. Su padre es argentino y su madre española y cuando era pequeña, hacía **danza** y ballet clásico. Pasó varios años trabajando de **niñera** en Inglaterra. Más tarde, cuando vivía en Madrid, trabajó en una tienda de ropa de la marca Gucci donde un día conoció al jugador de fútbol portugués Cristiano Ronaldo, su pareja actual.

Su fama internacional como *influencer* y modelo ya es enorme. Tiene más de cincuenta millones de seguidores en Instagram y su propio programa en Netflix, que muestra su vida diaria sin vergüenza. Georgina tiene un avión privado y va a galas de música o **estrenos** de películas en París, Nueva York, Milán o Barcelona. Sin embargo, intenta mostrar su lado **generoso** con su trabajo en la organización *Nuevo Futuro*, que da apoyo a niños **desfavorecidos**.



### 1 Read the article on Georgina Rodríguez and answer the questions in English.

- How do we know Georgina is likely to speak English?
- How did Georgina meet her current partner?
- How do we know Georgina has an extravagant lifestyle?
- How does Georgina show her generous side?

### 2 Read the report again and find the Spanish for the following words.

- |             |             |
|-------------|-------------|
| a became    | e followers |
| b worldwide | f own       |
| c brand     | g support   |
| d current   |             |

|                   |                 |
|-------------------|-----------------|
| la danza          | dance           |
| la niñera         | nanny / au pair |
| el estreno        | premiere        |
| generoso / a      | generous        |
| desfavorecido / a | disadvantaged   |



3  Listen to four young people discussing celebrity lifestyle and fame. Complete the sentences with the correct information.

- a I'm interested in seeing Georgina's house ... (two details)
- b My favourite celebrity is the Venezuelan athlete Yulimar Rojas because ... (two details)
- c Joaquín Sánchez shows his great sense of humour on ... (two details)
- d As well as being an actor and singer, Franco Masini has ... (two details)



Yulimar Rojas



Joaquín Sánchez



Franco Masini

4  Read the sentences and choose the correct form of *ser* or *estar*. Pay attention to the context.

- a Georgina Rodríguez tiene mucho dinero. **Es / Está** muy rica.
- b Me gustaría ser famoso en Internet; además, **soy / estoy** interesado en las redes sociales.
- c Ayer comí un pastel de chocolate y **era / estaba** muy rico.
- d **Soy / Estoy** bastante listo y me gustaría ir a la universidad.
- e El jugador Joaquín **es / está** muy orgulloso de su carrera futbolística.
- f Muchos famosos **están / son** malas personas. Solo quieren más fama y dinero.

5  Use the imperfect tense to describe what you were like when you were younger. Include at least one example of a sentence containing both the imperfect and preterite tenses. To help you, use some of the key verbs and expressions listed below, as well as the examples from the grammar box.

¿Cómo eras de pequeño? – What were you like as a child?

Recuerdo que... – I remember that ...

era – I used to be / I was

tenía – I used to have / I had

llevaba – I used to wear

iba – I used to go

jugaba – I used to play

veía – I used to watch

leía – I used to read

un día... – one day ...

mientras – while

cuando – when

6  Present your description from activity 5 to your class. Try to narrate it with good expression and pronunciation.

## Gramática



### Adjectives with *ser* and *estar*

Some adjectives change their meaning depending on whether they are used with the verb *ser* or *estar*.

*Mi hermana Lola es nerviosa.* – My sister Lola is a nervous person (by nature).

*Mi hermana Lola está nerviosa.* – My sister Lola is nervous (at the moment, for a particular reason).

*ser listo / a:* to be clever

*estar listo / a:* to be ready

*ser bueno / a:* to be kind, a good person

*estar bueno / a:* to taste good

*ser malo / a:* to be a bad person

*estar malo / a:* to taste bad **or** to feel ill

*ser rico / a:* to be rich

*estar rico / a:* to be tasty, delicious

*ser orgulloso / a:* to be arrogant

*estar orgulloso/a:* to be proud

*ser interesado / a:* to be selfish

*estar interesado / a:* to be interested

*ser aburrido / a:* to be boring

*estar aburrido / a:* to be bored

## Gramática



### The preterite and imperfect tenses

As well as describing what people or things used to be like, the imperfect tense is used to narrate what was happening when a completed action took place. In such cases, we must use both the imperfect and preterite tenses.

*Anoche me caí mientras corría por el parque.* – Last night I fell over while I was running in the park.

*Era ya bastante tarde cuando llegó mi amigo.* – It was quite late when my friend arrived.

*No quería ver a nadie ese día y me encontré a mi primo Miguel.* – I didn't want to see anybody that day and bumped into my cousin Miguel.



## 6.2F Famosos que valen la pena

- OBJECTIVES**
- Debating celebrities as role models
  - Using three time frames
  - Pronunciation *o, u*
  - Possession with *de*

- 1  Read the profiles of two Hispanic actresses and decide if the statements are true (T), false (F) or not mentioned (NM).

### YALITZA APARICIO

Yalitza es una actriz mexicana de Oaxaca, una ciudad al sur de México. Habla español e inglés, pero también habla triqui y mixteco, dos idiomas **indígenas**. Fue la primera actriz indígena en recibir una **nominación** a los premios Oscar y en estos momentos es una de las mujeres más importantes del cine latinoamericano. Yalitza va a continuar hablando de las comunidades indígenas en la televisión, cine e Internet, porque piensa que estas comunidades no tienen voz.



### ROSARIO DAWSON

Rosario es una actriz de **ascendencia** cubana y **puertorriqueña**. De niña, vivía en Nueva York. Participó en muchas películas y programas de televisión, y su papel como Ahsoka Tano en *Star Wars* la hizo mucho más famosa. Ella está usando su fama para apoyar a organizaciones como Oxfam y Voto Latino. En Voto Latino, Rosario dará **visibilidad** a los jóvenes latinos en Estados Unidos para animarlos a votar y a tener más participación en la vida social y cultural del país.

|                         |                     |
|-------------------------|---------------------|
| <i>indígena</i>         | indigenous (native) |
| <i>la nominación</i>    | nomination          |
| <i>la ascendencia</i>   | heritage            |
| <i>puertorriqueño/a</i> | Puerto Rican        |
| <i>la visibilidad</i>   | visibility          |

- a Yalitza speaks four languages.  
b Yalitza has won an Oscar.  
c Yalitza thinks that indigenous communities are underrepresented in the media.  
d Rosario used to live in Cuba.  
e Rosario's highest paid role was in *Star Wars*.  
f Rosario wants more young latinos in the USA to be able to vote.
- 2  Read the profiles again and complete the table, making a list of verbs that appear in a past, present or future time frame.

| Past time frame | Present time frame | Future time frame |
|-----------------|--------------------|-------------------|
|                 |                    |                   |

### Pronunciación



#### *a, e, i*

The Spanish vowels 'a', 'e' and 'i' are shorter in duration than their English equivalents. They sound a bit like those taught to young children as part of the English phonetic alphabet ('a' as in 'apple', 'e' as in 'net' and 'i' as in 'meet').

Examples: *año, es, niño, América*

#### *o, u*

The Spanish vowel sound 'o' is much shorter and less pronounced than the distinct English 'o'. The 'u' is similar to the 'oo' in the English word 'moon', with the lips rounded, almost closed.

Saying the 'o' and the 'u' correctly is essential for a good Spanish accent.

Examples: *solo, Uruguay, mucho*



3 🎧 Listen to the report about a Spanish footballer and answer the questions in English.

- a Where is Pedri from? (two details)
- b What are the aims of the project Pedri is participating in? (two details)
- c What is Pedri sure about?
- d What does Pedri no longer do on the football pitch?

4 ★ Complete the sentences by translating the words in brackets into Spanish.

- a \_\_\_ (Pedri's family) vive en el norte de Tenerife.
- b \_\_\_ (Zara's clothing) es muy moderna.
- c \_\_\_ (Rosalía's songs) son únicas.
- d \_\_\_ (Real Madrid's stadium) es muy grande.
- e \_\_\_ (Pedro Almodóvar's films) son muy emocionantes.
- f \_\_\_ (Frida Kahlo's house) es un museo.
- g \_\_\_ (My brother's car) es blanco.
- h \_\_\_ (My friend's father) está enfermo.

5 🔄 Translate this paragraph into English.

Las organizaciones españolas con más seguidores en X (Twitter) son: Fundación Internacional de Derechos Humanos, Greenpeace España, Médicos sin Fronteras, Amigos de la Tierra y Unicef España. ¿Apoyarás su trabajo este año? Puedes encontrar más información sobre estas conocidas organizaciones en sus páginas web y en las redes sociales.

6 📝 Choose a celebrity and explain whether you think they are a good role model or not, justifying your opinion with details. Use the box below to structure your answer.

*un modelo a seguir* – role model

|                                                     |                                                       |                                                                                                                                         |                             |                                                                                                                                                           |
|-----------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| En mi opinión,<br>Que yo sepa,<br>A mi modo de ver, | ___ es un buen modelo a seguir porque es...           | comprensivo / a<br>educado / a<br>generoso / a<br>simpático / a<br>inteligente<br>humilde<br>sincero / a<br>trabajador / a<br>optimista | y también<br>pero<br>aunque | me inspira mucho.<br>apoya a organizaciones como...<br>usa su fama para ayudar a...<br>dona dinero a...<br>da visibilidad a...<br>continúa hablando de... |
|                                                     | ___ <b>no</b> es un buen modelo a seguir porque es... | agresivo / a<br>egoísta<br>antipático / a<br>deshonesto / a<br>maleducado / a<br>perezoso / a<br>pesimista                              |                             |                                                                                                                                                           |

7 💬 Share your answer to activity 6 with a partner. At first, use your written answer to help you, then try again, speaking from memory.



Gramática



Possession with **de**

In Spanish, the preposition *de* is used to express possession:

*la hermana de David* – David's sister

*el dormitorio de mi primo* – my cousin's bedroom



## 6.2H ¡La fama tiene dos caras!

OBJECTIVES • The pros and cons of fame • A wide range of tenses  
• *soler* + infinitive

1  Read the article and choose the correct option to complete the sentences.

- 1 Shakira has lived in Barcelona for...
  - a ten years.
  - b twelve years.
  - c over a decade.
- 2 Shakira thinks life in Miami will be...
  - a more lively.
  - b more quiet.
  - c more dangerous.
- 3 Shakira is leaving Barcelona because...
  - a she does not have any privacy there.
  - b her two children do not like the city.
  - c it has far too much traffic.

# ¡ADIÓS!

Shakira, la famosa cantante colombiana que vivió en Barcelona durante más de diez años, ayer decidió por fin dejar la ciudad para siempre después de su **separación** del jugador de fútbol Gerard Piqué. La estrella dice que preferiría una vida más

tranquila en Miami, lejos de las cámaras de los fotógrafos que la **acosaban** día y noche. Shakira cuenta que la semana pasada, cuando iba conduciendo su coche con sus dos hijos, vio a cuatro **paparazzi** escondidos en otro coche y luego hubo una peligrosa **persecución**. En ese momento, ella se dijo que, para proteger a sus dos hijos pequeños, algo tenía que cambiar.

Muchos famosos suelen quejarse de la falta de privacidad cuando salen a un lugar público y del acoso de los periodistas o de las personas con teléfono móvil. ¿Dónde está el límite?

|                |                                                  |
|----------------|--------------------------------------------------|
| la separación  | separation                                       |
| acosar         | to harass                                        |
| los paparazzi  | paparazzi (photographers who pursue celebrities) |
| la persecución | pursuit, chase                                   |

2  According to the text, what three things do celebrities usually complain about?

3  Read the article again and find one example of a verb in the:

- present tense
- imperfect tense
- preterite tense
- conditional tense

Translate each example into English.



- 4 🎧 Listen to the podcast in which presenters Rodrigo Fernández and Clara Puente discuss the pros and cons of fame. Choose the five correct statements from a–h.

Aitana...

- a is a famous singer.
- b is afraid all the time.
- c lives alone in Madrid.
- d feels a bit sad.
- e takes lots of photos.
- f is visited by people she doesn't know.
- g says she has the right to a private life.
- h is going to move house.

- 5 ★ Match each sentence to the correct ending. Then translate the complete sentences into English.

- 1 Mi hermano...
- 2 En julio, nosotros...
- 3 Marcos, tú...
- 4 En las redes sociales, las estrellas de telerrealidad...
- 5 En mi tiempo libre...

- a sueles entrenar todos los días, ¿no?
- b suele ir de compras los fines de semana.
- c suelo leer novelas.
- d solemos ir de vacaciones a Málaga.
- e suelen tener muchos seguidores.

- 6 🔄 Translate the following opinions into Spanish, making sure you use the correct tense for each verb.

- a We have the right to a private life.
- b Harassment is very dangerous.
- c I would not like to be famous like Shakira.
- d Celebrities usually complain too much.
- e We are going to protect our family.
- f I used to take lots of photos on my mobile phone.
- g Next year Aitana will earn a lot of money.
- h Last night, I saw a video of a famous singer on TikTok.

- 7 💬 Would you like to be famous? Ask and answer this question with a partner. Use the sentences in activity 6 to help add detail to your answer.

¿Te gustaría ser famoso / a?

## Gramática



### soler + infinitive

As an alternative to using adverbs such as *normalmente* (normally), you can use the verb *soler* in the present tense followed by an infinitive:

### soler

|                     |                            |
|---------------------|----------------------------|
| yo suelo            | nosotros/as solemos        |
| tú sueles           | vosotros/as soléis         |
| él/ella/usted suele | ellos/ellas/ustedes suelen |

Suelo ver películas con mi hermana. – I usually watch films with my sister.



## Cultura



In 2023, the Spanish women's national football team won the World Cup for the first time. Players such as Salma Paralluelo and Jenni Hermoso have featured prominently on social media since the win.

Aitana





1 Read the text. Work with a partner to talk through a translation of the passage.

## El icónico festival de música de Chile

Viña del Mar is an annual music festival that takes place in the city of Viña del Mar, Chile, in February. Established in 1960, it is one of the longest-running music festivals in the world and it continues to attract a range of famous artists. It is broadcast live on Chilean television and YouTube, and some of its iconic performances have millions of views online.

Julián es de Ciudad de México y Marcela vive en Buenos Aires, Argentina. Todos los años viajan a Viña del Mar para ir al festival. Este año van a quedarse en la casa de la tía de Julián. A Marcela le encanta ir a Viña del Mar porque puede descansar, ir a la playa y tomar el sol.

Julián está muy contento porque este año, su cantante favorito, Camilo, canta en vivo en el festival. Camilo es un cantante argentino y es muy popular en Internet. En cambio, Marcela prefiere a Karol G, una cantante colombiana muy famosa que **lanz**ó su cuarto álbum *Mañana será bonito* en febrero.

*lanzar* to release

2  Julián and Marcela are two TikTokers with many followers and they are preparing to go to the Viña del Mar festival this year. Answer the questions in English.

- Where are Julián and Marcela going to stay this year?
- Why does Marcela love going to Viña del Mar? (three details)
- Why is Julián very happy?
- What did the singer Karol G do in February?





## 3 Read Marcela and Julián's itinerary and decide which day (1–3) each statement (a–f) refers to.

- a The influencers will be tourists for the day.
- b Marcela would like to buy a souvenir.
- c The best song award will be announced.
- d Julián and Marcela will upload content to social media.
- e Julián will enjoy the architecture.
- f The most extraordinary day of all.

## 4 Listen to this advert promoting the Viña del Mar festival on Spotify. Complete the table with the correct information.

|                                              |  |
|----------------------------------------------|--|
| Date and time tickets go on sale:            |  |
| Special discounts for:                       |  |
| Examples of free activities during the week: |  |

|                     |          |
|---------------------|----------|
| <i>a la venta</i>   | on sale  |
| <i>a partir de</i>  | from     |
| <i>el descuento</i> | discount |
| <i>el boleto</i>    | ticket   |
| <i>la ruta</i>      | route    |
| <i>icónico/a</i>    | iconic   |

## 5 Read the list of famous music festivals in the Spanish-speaking world. Choose one and research it online. Then describe what you are going to do on Days 1, 2 and 3 of the festival, using the diary of the trip to Viña del Mar to help you.

- Benicassim
- Primavera Sound
- Festival Mad Cool
- Estéreo picnic
- Cosquín Rock

## Día 1

Marcela estará nerviosa porque Karol G va a cantar en un concierto ante más de 15.000 fanáticos. Marcela y Julián van a hacer un vídeo de TikTok desde el estadio Quinta Vergara y subirán varias fotos a Instagram. Marcela llevará una camiseta con la foto de Karol G y espera comprar un póster para su dormitorio.



Julián y Marcela

## Día 2

Los influencers quieren visitar la ciudad de Viña del Mar y sacar muchas fotos. Marcela va a ir al famoso Reloj de Flores y Julián tiene muchas ganas de ver el Castillo Wulff en realidad. Este castillo es de estilo alemán y tiene más de cien años. ¡Qué guay!



Castillo Wulff

## Día 3

Este día podría ser el más especial. En la final, se va a escoger la mejor canción del festival. También hay otros premios. El premio más prestigioso del festival es la Gaviota de Platino, que hasta el momento solo han recibido tres artistas: el mexicano Luis Miguel, la española Isabel Pantoja y el chileno Lucho Gatica.



Reloj de Flores

prestigioso  
la Gaviota de  
Platino

prestigious  
the Platinum  
Seagull award



## Present continuous tense

- 1 Complete the sentences. Choose the correct present form of *estar* and add the gerund of the verbs in brackets.
- a Rosalía **estoy / estás / está** \_\_\_\_ (*grabar*) su nueva canción.
- b Yo **estoy / está / estáis** \_\_\_\_ (*leer*) un libro de Isabel Allende.
- c Pedri y Gavi **está / estamos / están** \_\_\_\_ (*jugar*) muy bien.
- d Chicos, ¿**estás / estamos / estáis** \_\_\_\_ (*ver*) el concierto de Ozuna?
- e Los seguidores de Lupita Nyong'o **está / estás / están** \_\_\_\_ (*esperar*) su nueva película.
- f Nosotros **estamos / estáis / están** \_\_\_\_ (*seguir*) a Shakira en Instagram.

## Gramática



### The present continuous

The present continuous is used to describe an action that is in progress.

It is formed by using the verb *estar* ('to be') in the present tense and the present participle (the *-ing* form of a verb).

To form the present participle – also known as 'the gerund' – remove the *-ar* ending from the infinitive and add *-ando*.

*jugar* – to play

*estoy jugando* – I am playing

For *-er* and *-ir* verbs, remove the *-er* or *-ir* and add *-iendo*.

*hacer* – to do

*está haciendo* – he / she is doing

## Personal a

- 2 Insert the personal a into the correct position in each sentence. Then translate the sentences into English.
- a Esta mañana vi María y Pepe.
- b Vamos a visitar nuestros abuelos en diciembre.
- c Encontré mi amigo en el parque.
- d Hoy tengo que llamar mi madre.
- e Laura quiere invitar su novia a la fiesta.
- f Busco mi hermano. ¿Sabes dónde está?

## Prepositions

- 3 Complete the sentences with the correct preposition. Then translate the sentences into English.
- a A veces sueño \_\_\_\_ mi fiesta de cumpleaños.
- b Lola y Ferrán siempre tardan mucho \_\_\_\_ hacer los deberes.
- c ¿\_\_\_\_ qué consiste tu trabajo?
- d Vosotros dejasteis \_\_\_\_ comer chocolate.
- e Luis se olvidó \_\_\_\_ comprar las entradas.
- f Voy a empezar \_\_\_\_ jugar a este nuevo videojuego.

## Demonstrative pronouns

- 4 Choose the correct demonstrative pronouns to complete the sentences.
- a Prefiero **esos / estos / aquellos** pantalones cortos. (*these*)
- b **Estos / Aquellos / Esos** edificios son más antiguos. (*those*)
- c **Ese / Este / Aquel** problema es muy grave. (*this*)
- d **Este / Aquel / Ese** cine siempre está cerrado. (*that over there*)
- e **Esta / Esa / Aquella** piscina es ideal para nadar en verano. (*that*)
- f **Aquellas / Esas / Estas** montañas son muy bonitas. (*those over there*)
- g ¡No me puedo creer **esto / este / esta**! (*this*)

## Preterite tense

- 5 Complete the sentences with the correct preterite form of the verbs in brackets.
- a El pasado julio, mis amigos y yo \_\_\_\_ (*visitar*) Pamplona.
- b El sábado, mi equipo de fútbol favorito \_\_\_\_ (*ganar*) el partido.
- c Ayer yo \_\_\_\_ (*comer*) mucha fruta.
- d Esta mañana mis padres \_\_\_\_ (*desayunar*) a las siete.
- e ¿Vosotros \_\_\_\_ (*celebrar*) la Semana Santa en Sevilla el pasado abril?
- f El verano pasado, yo \_\_\_\_ (*conocer*) a una persona muy especial en una fiesta de cumpleaños.



## Preterite tense (translation)

**6** Translate these sentences into Spanish. Use the verbs in brackets.

- a I crossed the bridge. (*cruzar*)
- b Last night, I played tennis with my cousin. (*jugar*)
- c I paid a lot of money. (*pagar*)
- d Last month, I organised a party. (*organizar*)
- e I arrived a bit late. (*llegar*)
- f I looked for a hotel. (*buscar*)

## Superlatives

**7** Complete the sentences with the most appropriate superlative form of the adjectives from the box.

alta   caro   interesantes   mejores  
peor   pequeño   popular

- a Pienso que Picasso y Sorolla son los \_\_\_\_ artistas españoles.
- b No me gustan estos libros. Son los menos \_\_\_\_ de todos.
- c ¿Cuál es la montaña más \_\_\_\_ del mundo?
- d El fútbol es el deporte más \_\_\_\_ entre los argentinos.
- e ¿Cuál es el transporte menos \_\_\_\_ para ir a Madrid?
- f ¡Qué desastre! Es el \_\_\_\_ momento de mi vida.
- g Pablo solo tiene tres años. Es el más \_\_\_\_ de todos mis hermanos.

## Gramática



## The superlative

When talking about 'the most' or 'the least' of something, use *el/la/los/las + más/menos + adjective*.

David es **el más** alto. – David is the tallest.

## Irregular verbs in the preterite tense

**8** Complete the sentences with the correct preterite form of the verbs in brackets. (These verbs are irregular in the preterite tense.)

- a Mi hermano \_\_\_\_ (*decir*) que su cantante favorita es Rosalía.
- b Yo no \_\_\_\_ (*poder*) ir al concierto ayer.
- c Mis amigos \_\_\_\_ (*tener*) que comprar dos entradas.
- d Tú \_\_\_\_ (*venir*) al festival el año pasado.
- e Salma Hayek \_\_\_\_ (*producir*) la película *Frida* en 2002.
- f Luis y su novia no \_\_\_\_ (*querer*) viajar a Bilbao en tren.
- g ¿\_\_\_\_ (*traer*) vosotros la ensalada de frutas a la fiesta?
- h Nosotros \_\_\_\_ (*estar*) en casa de Marta el viernes pasado.

## Stem changes in the preterite tense

**9** Complete the sentences with the correct preterite form of the verbs in brackets. (These verbs have a spelling change in the 'he' / 'she' and 'they' forms of the preterite tense.)

- a Juan \_\_\_\_ (*dormir*) hasta las once de la mañana.
- b Elena y Daniela \_\_\_\_ (*sentir*) mucha alegría.
- c Ellos \_\_\_\_ (*pedir*) una pizza grande para la fiesta de cumpleaños.
- d Raúl \_\_\_\_ (*preferir*) quedarse en casa ayer.
- e Los camareros \_\_\_\_ (*servir*) la cena a las nueve y media.
- f Maya se \_\_\_\_ (*vestir*) de negro para la fiesta.
- g ¿Usted \_\_\_\_ (*leer*) el mensaje de Adela?
- h El profesor \_\_\_\_ (*repetir*) la información.

## Pronouns after prepositions

**10** Complete the sentences with the correct options from the box.

conmigo   de ellos   de mí   para ella   sin vosotras

- a Mi padre siempre viene \_\_\_\_ al supermercado.
- b Es el cumpleaños de mi madrastra. Tengo un regalo \_\_\_\_.
- c ¿Esta tableta es de tus primos? – Sí, estoy seguro de que es \_\_\_\_.
- d En clase, Lola se sienta delante \_\_\_\_.
- e Zahara y María, si no venís a la fiesta ya, iremos \_\_\_\_.



## Using *al*, *antes de* or *después de*

**11** Translate the sentence starters into Spanish. Use either *al*, *antes de* or *después de* followed by the correct infinitive form of the verb.

- a On arriving in Peru ...
- b Before eating the fruit ...
- c After travelling to Cusco ...
- d On leaving the house ...
- e Before buying a car ...
- f After reading the novel ...

## Apocopation

**12** Complete the sentences with the apocopated form of the adjectives in brackets.

- a Mi \_\_\_ (*bueno*) amigo Fernando celebra el Día de Muertos en casa.
- b En \_\_\_ (*ninguno*) país de Europa celebran el Carnaval como en Canarias.
- c El \_\_\_ (*primero*) día vamos al museo.
- d La \_\_\_ (*grande*) fiesta empieza a las ocho.
- e El \_\_\_ (*tercero*) día de las vacaciones, hay un baile en Caracas.

## Present continuous with *seguir* and *continuar*

**13** Complete the sentences with *seguir* or *continuar* in the correct present form and the present participle of the verbs in brackets.

- a Yo \_\_\_ (*estudiar*) para el examen de mañana.
- b ¿Tú \_\_\_ (*trabajar*) en el supermercado?
- c Él \_\_\_ (*practicar*) con la guitarra todos los días.
- d Nosotros \_\_\_ (*aprender*) inglés.
- e Vosotros \_\_\_ (*viajar*) por Latinoamérica.
- f Ellas \_\_\_ (*correr*) en el parque todas las mañanas.
- g Ustedes \_\_\_ (*ayudar*) en a la comunidad.
- h Los estudiantes \_\_\_ (*repasar*) biología.

## Interrogatives with prepositions

**14** Translate these sentences into English.

- a ¿De quién es este coche?
- b ¿Con quién hablaste ayer?
- c ¿Para qué es este papel?
- d ¿A qué hora terminó el partido?
- e ¿En qué estás pensando?
- f ¿Con quién vas a la fiesta?

## Imperfect tense

**15** Complete the sentences with the correct imperfect form of the verbs in brackets.

- a Cada viernes, nosotros \_\_\_ (*ver*) una película muy emocionante en el cine.
- b Yo siempre \_\_\_ (*ser*) el primero en llegar a la fiesta.
- c Los domingos, mis amigos y yo \_\_\_ (*tomar*) helado en el parque.
- d Cada verano, mis padres \_\_\_ (*ir*) de vacaciones a Gran Canaria.
- e De pequeño, mi abuela me \_\_\_ (*comprar*) muchos juguetes.
- f Durante el invierno, tú \_\_\_ (*hacer*) esquí en los Pirineos.
- g Mi hermana siempre \_\_\_ (*leer*) antes de dormir.
- h Los fines de semana, vosotros \_\_\_ (*disfrutar*) del buen ambiente de Barcelona.

## Suffixes

**16** Translate these words into English. Make sure you convey the meaning of the *-ísimo* or *-ito* suffix.

- a lentísima
- b un zapatito
- c un gatito
- d limpísimo
- e divertidísima
- f un papelito
- g rapidísimo
- h unas casitas



## Preterite or imperfect?

- 17** Choose the correct verb tense to complete the paragraph.

Cuando yo (a) **era** / **fui** niña, (b) **vivía** / **viví** en una casa de un pueblo pequeño en el norte de Colombia. Un día, mi padre me (c) **compraba** / **compró** una entrada para el concierto de Shakira, mi artista favorita. (d) ¡**Era** / **Fue** una sorpresa enorme! El día del concierto, mi padre (e) **conducía** / **condujo** el coche hacia la capital, Bogotá, mientras yo (f) **escuchaba** / **escuché** varias canciones de Shakira. A las dos de la tarde, (g) **veía** / **vi** el estadio por primera vez. ¡Qué enorme! El concierto me (h) **encantaba** / **encantó**. Siempre lo voy a recordar.

## Gramática



## The preterite and imperfect tenses

As well as describing what people or things used to be like, the imperfect tense is used to narrate what was happening when a completed action took place. In such cases, we must use both the imperfect and preterite tenses.

*Anoche me caí mientras corría por el parque.* – Last night I fell over while I was running in the park.

## Using ser and estar

- 18** Choose the correct form of *ser* or *estar* to complete the sentences and convey the appropriate meaning.

- a Hoy tengo un examen. **Estoy** / **Soy** nervioso.
- b ¡Esta paella **está** / **es** riquísima!
- c Mis abuelos **están** / **son** muy orgullosos de nosotros.
- d Yusuf aprobó todos los exámenes. **Es** / **Está** muy listo.
- e Quiero ser científico porque **estoy** / **soy** interesado en las ciencias.
- f No me gusta nada este concierto. **Es** / **está** aburrido.

## Adjectival agreement

- 19** Translate these sentences into Spanish.

- a My friend's dog is small.
- b Barcelona's beach is clean.
- c Rosalía's sister lives in Barcelona.
- d Rosario's Spanish is excellent.
- e Your uncle's house is modern.
- f My brother's bedroom is small.
- g Colombia's dishes are delicious.
- h Yalitza's films are entertaining.

## All tenses translation

- 20** Translate these sentences into English. Pay close attention to the tense of the verbs.

- a La cantante Aitana tiene tres conciertos este mes.
- b Ayer, mi hermana y yo vimos a dos famosos en un restaurante.
- c Cuando era pequeña, Gloria escuchaba música rock en el jardín.
- d Yo sería mucho más feliz sin tanto trabajo.
- e Los obreros construyeron el palacio en siete años.
- f No puedes viajar a mi pueblo en tren.
- g Rubén saldrá con Isaac esta noche.
- h Llovía mucho cuando llegué a Barcelona.

Using *soler*

- 21** Rewrite the sentences to include the verb *soler* instead of *normalmente*.

- a Normalmente, desayuno temprano los fines de semana.
- b Normalmente, navegamos por Internet en casa.
- c Normalmente, vas al gimnasio por la tarde.
- d Normalmente, los jóvenes quedan en la plaza.



Words that are highlighted in grey in this list are words that may be useful, but you won't need to know them for the exam.

## 4.1F ¡Nos gusta el riesgo!

*el aire* air

*el alpinismo* mountain climbing

*el/la amigo/a* friend

*antiguo/a* old

*aquí* here

*el avión* plane

*bajar* to descend, to go down

*el barrio* neighbourhood

*la bicicleta* bicycle

*caer(se)* to fall

*el calor* heat

*cerca* near

*la costa* coast

*creer* to believe

*el domingo* Sunday

*duro/a* hard

*el edificio* building

*emocionante* exciting

*entre* between, among

*la escalada* rock climbing

*el fondo* the end, bottom

*el gimnasio* gym

*el kayak* kayak

*leer* to read

*limpio/a* clean

*llamar* to call

*la madrastra* stepmother

*el miedo* fear

*mientras* while

*la montaña* mountain

*morir* to die

*nadar* to swim

*el pájaro* bird

*el paracaidismo* skydiving

*el parkour* parkour

*peligroso/a* dangerous

*el pez* fish

*el problema* problem

*puro/a* pure

*respirar* to breathe

*el riesgo* risk

*el río* river

*sobre* about

*sonreír* to smile

*subir* to ascend, to go up

*el submarinismo* scuba diving

*tirarse* to jump off

*ver* to see, watch

*el verano* summer

*la visita* visit

## 4.1H ¡Mi tiempo libre es infinito!

*la actualidad* at present, now

*a pesar de* despite

*aficionado/a* enthusiast

*ahorrar* to save

*el aire libre* outdoors

*andar* to walk

*la aventura* adventure

*bailar* to dance

*bueno/a* good

*caminar* to walk

*la camiseta* t-shirt, football shirt

*el campo* countryside

*cantar* to sing

*la carrera* race

*cocinar* to cook

*el coche* car

*el/la cocinero/a* cook, chef

*Comecocos* Pac-Man

*comenzar* to start

*la compañía* company

*comprar* to buy

*la consola* games console

*copiar* to copy

*de segunda mano* second hand

*de vez en cuando* from time to time

*desafortunadamente* unfortunately

*el desayuno* breakfast

*el dinero* money

*divertido/a* fun

*el/la doctor(a)* doctor

*económico/a* inexpensive

*emocionante* exciting

*empezar* to start

*entrenar* to train

*escuchar* to listen

*fácil* easy

*el fin de semana* weekend

*físico/a* physical

*genial* great

*el/la gimnasta* gymnast

*guay* cool

*increíble* incredible

*el instituto (insti)* secondary school

*ir de compras* to go shopping

*el jardín* garden

*el juego* game

*leer* to read

*maravilloso/a* wonderful

*la marca* brand

*la mitad* half

*la moda* fashion

*el mundo* world

*la novela* novel

*olvidar(se)* to forget

*pasear* to go for a walk

*pintar* to paint

*por ciento* percent

*preparar* to prepare

*rápido/a* fast, quick

*el regalo* present

*el riesgo* risk

*la ropa* clothing

*según* according to

*siempre que puedo* whenever I can

*sin* without

*sobre todo* above all

*soler* to usually do something

*soñar (con)* to dream (about)

*el tiempo* time

*tocar* to play

*trabajar* to work

*útil* useful

*ver* to watch, see

*el videojuego* video game

## 4.2F Veo, veo... ¿Qué ves?

*el ambiente* atmosphere

*el amor* love

*anoche* last night

*aprender* to learn

*ayer* yesterday

*el cine* cinema

*la cocina* cooking, kitchen

*el concurso* contest, game show

*los dibujos animados* cartoons

*difícil* difficult

*disfrutar* to enjoy

*el documental* documentary

*los efectos especiales* special effects

*entender* to understand

*la entrevista* interview

*en vivo* live

*escribir* to write

*extranjero/a* foreign

*el/la famoso* celebrity

*finalmente* finally

*el idioma* language

*la lluvia* rain

*un montón* a lot

*las noticias* news

*el oeste* western (film)

*la pantalla* screen

*la pelea* fight

*por ejemplo* for example

*la preferencia* preference

*el/la primo/a* cousin

*la película* film

*la pregunta* question

*probablemente* probably

*el programa* programme

*rápidamente* quickly

*responder* to answer

*sin duda* without doubt

*sobre* about

*el sol* sun

*el tiempo* weather



la telenovela soap opera  
la televisión TV  
la temperatura temperature  
el tiempo weather, weather forecast  
todos los días every day  
un montón a lot  
ver to see, watch

## 4.2H Mi tiempo es oro

abstracto/a abstract  
la actitud attitude  
aficionado/a fan, enthusiast  
alguien someone  
el/la anticuario/a antique dealer  
la antigüedad antique  
el/la astronauta astronaut  
la astronomía astronomy  
el automovilismo car racing  
buscar to search, look for  
cambiar to change  
la carrera race  
el/la científico/a scientist  
el circuito circuit  
coleccionar to collect  
comenzar to start  
común common  
conducir to drive  
la contaminación pollution  
la cosa thing  
cruzar to cross  
el/la cuidador(a) carer  
la decoración decoration  
la desventaja disadvantage  
dibujar to draw  
en cambio on the other hand  
la entrada ticket  
los enseres goods  
la época era, period  
el establecimiento establishment, shop  
estar de acuerdo (con) to agree (with)  
la estrella star  
el/la estudiante student  
europeo/a European

exótico/a exotic  
la experiencia experience  
expresivo/a expressive  
la forma shape, form  
el fósil fossil  
gracioso/a funny  
el juguete toy  
el libro book  
la luna moon  
la mano hand  
la mascota pet  
la mesa table  
el miedo fear  
mirar to look at  
el/la modelo a seguir role model  
el mueble furniture  
el objeto object  
la obra de arte artwork  
ocupar to occupy  
el padrastro stepfather  
el paisaje landscape  
el papel role  
peor worse  
el peligro danger  
pintar to paint  
la playa beach  
la posibilidad possibility  
profundo/a deep  
reconocer to recognize, acknowledge  
regalar to gift  
la regla rule  
el río river  
la roca rock  
romper to break  
el siglo century  
el sueño dream  
tan so  
el telescopio telescope  
la tienda shop  
tocar to play (an instrument)  
trasladarse to transport oneself  
valer la pena to be worth it  
la velocidad speed  
la ventaja advantage  
la ventana window  
el viaje trip, journey

vivo/a vivid

## 5.1F Nuestras tradiciones de siempre

abril April  
los abuelos grandparents  
anoche last night  
antes before  
ayer yesterday  
el ayuno fasting  
la banda (music) band  
católico/a Catholic  
la bicicleta bicycle  
la carne meat  
la celebración celebration  
la compañía company  
decir to say  
el desayuno breakfast  
el desfile parade  
disfrutar to enjoy  
distinto/a different  
el domingo Sunday  
durante for, during  
el esfuerzo effort  
estar to be  
hace... ...ago  
hacer to do, make  
la importancia importance  
importar to matter  
la Janucá Hanukkah  
la luz light  
el martes Tuesday  
el mes month  
musulmán/musulmana Muslim  
la Navidad Christmas  
nervioso/a nervous  
la Nochebuena Christmas Eve  
la Nochevieja New Year's Eve  
el ordenador computer  
pasado/a last  
la Pascua Easter  
la plaza square  
poner fin a to bring an end to  
por ejemplo for example  
el principio beginning

el regalo gift  
religioso/a religious  
saber to know  
sacar (fotos) to take (photos)  
la Semana Santa Holy (Easter) Week  
soltero/a single  
subir to upload  
tener lugar to take place  
los Tres Reyes Magos the Three Wise Men  
la tradición tradition  
la uva grape  
varios/as several, various  
el/la vecino/a neighbour

## 5.1H ¡Un año más!

actualmente now, at present  
al final at the end  
el baile dance  
la cara face  
la ceremonia ceremony  
cierto/a certain  
claro of course  
conmigo with me  
la costumbre custom, tradition  
de acuerdo (estar) to agree  
doler to hurt  
dormir to sleep  
empujar to push  
estar de acuerdo (con) to agree (with)  
la fiesta party  
la frecuencia frequency  
gracioso/a funny  
la iglesia church  
increíble incredible  
la letra lyric  
el momento moment  
la mordida bite  
nosotros/as we, us  
la oreja ear  
el pastel cake  
el/la peluquero/a hairdresser  
precioso/a beautiful



*la Quinceañera* girl's 15th birthday (Lat Am.)

*recoger* to pick up, collect

*recordar* to remember

*soler* to usually do something

*sorprender* to surprise

*sugerir* to suggest

*la tienda* shop

*tirar* to throw, pull

*todo* all, everything

*un montón de* lots of

*la vergüenza*

embarrassment

*vestirse* to get dressed

*la vida* life

*la videoconsola* video game console

## 5.2F Latinoamérica celebra la vida

*además* furthermore, moreover

*la alegría* joy

*antes* before

*aprender* to learn

*bueno/a* good

*la calle* street

*el calor* heat

*la cámara* camera

*el campo* countryside

*el carnaval* carnival

*celebrar* to celebrate

*consistir en* to consist of

*desde* from, since

*el desfile* parade

*después* after

*egoísta* selfish

*entre* between, among

*esperar* to wait, to hope

*la feria* fair

*la flor* flower

*la influencia* influence

*la lengua* language

*llegar* to arrive

*llenar* to fill

*el lugar* place

*el móvil* mobile (phone)

*muerto/a* dead

*ninguno/a* no, none

*el olor* smell

*poder* to be able to

*ponerse* to put on

*primero/a* first

*el quechua* Quechua (indigenous language)

*el teatro* theater

*el tiempo* time

*traer* to bring

*triste* sad

*la variedad* variety

*ver* to watch, see

*visitar* to visit

*el zapato* shoe

## 5.2H Bailando al ritmo hispano

*afroamericano/a* African American

*abandonar* to leave

*aparecer* to appear

*ayer* yesterday

*bailar* to dance

*caribeño/a* Caribbean

*el coche* car

*con* with

*como* like

*conocer* to know

*conocido/a* known, familiar

*el concurso* competition

*la derecha* right

*despertarse* to wake up

*empezar* to start

*en vivo* live

*el espectáculo* show, spectacle

*esperar* to hope

*la estrella* star

*la falda* skirt

*ganar* to win

*el grupo* group

*individual* individual

*la influencia* influence

*la izquierda* left

*latino/a* Latin

*la mano* hand

*la mezcla* mixture

*el minuto* minute

*nacer* to be born

*necesario/a* necessary

*otro/a* other

*para* for, in order to

*la pareja* couple

*el paso* step

*el pie* foot

*la pierna* leg

*practicar* to practice

*el público* public

*rápido* fast, quick

*el ritmo* rhythm

*romántico/a* romantic

*seguro/a* sure

*situarse* to be located

*la sorpresa* surprise

*también* also

*el/la tío/a* uncle/aunt

*el tipo* sort, type

*el/la último/a* last

*usar* to use

*verdadero/a* true

*visitar* to visit

*votar* to vote

*ya* now, already

## 6.1F Lola y Rosalía, ayer y hoy

*animado/a* lively

*el/la artista* artist

*bailar* to dance

*cada* each, every

*cantar* to sing

*la canción* song

*caro/a* expensive

*el cine* cinema

*el concierto* concert

*la cultura* culture

*emocionante* exciting

*la energía* energy

*la entrada* ticket

*escuchar* to listen

*el estilo* style

*la estrella* star

*Estados Unidos* United States

*la fama* fame

*la forma* way

*hacer* to make, do

*el icono* icon

*llevar* to wear

*mejor* better, best

*morir* to die

*nacer* to be born

*nuestro/a* our

*opinar* to believe, think

*otro/a* other

*pasar de moda* to be out of fashion

*la pasión* passion

*la película* film

*pensar* to think

*personal* personal

*la personalidad* personality

*presentarse* to appear, give

*seguir* to continue, follow

*tanto/a* so many, so much

*el tiempo* time

*todavía* still

*único/a* only, unique

*urbano/a* urban

*la vez* time

## 6.1H La nueva cultura de la fama

*actual* current

*el apoyo* support

*argentino/a* Argentinian

*ayer* yesterday

*el ballet* ballet

*caminar* to walk

*caerse* to fall over

*clásico/a* classical

*la danza* dance

*desfavorecido/a* disadvantaged

*el/la deportista* sportsman/sportswoman, athlete

*el dinero* money

*el/la diseñador(a)* designer

*la duda* doubt

*enorme* enormous

*el equipo* team

*el esfuerzo* effort

*el estreno* premiere

*generoso/a* generous

*la historia* story

*el/la influencer* influencer

*el/la jugador(a)* player



**el lado** side

**llamar la atención**  
to stand out, be  
noteworthy

**llegar a ser** to become  
**loco/a** crazy

**la manera** manner, way  
**más tarde** later

**mientras** while

**mundialmente**  
worldwide

**el/la niñero/a** nanny/au pair

**la organización**  
organisation

**el pastel** cake

**portugués/a** Portuguese

**el/la programa** programme  
**privado/a** private

**propio/a** own

**la red social** social network  
**rico/a** rich

**el/la seguidor(a)** follower

**el sentido del humor** sense  
of humour

**sin** without

**la tienda** shop  
**trabajar** to work

**la universidad** university  
**varios/as** several

**la vida** life

**ya** now, already

## 6.2F Famosos que valen la pena

**a mi modo de ver** as I  
see it

**agresivo/a** aggressive

**antipático/a** unpleasant

**la ascendencia** heritage  
**aunque** although

**el cine** cinema

**la ciudad** city

**como** as

**comprensivo/a**  
understanding

**la comunidad** community  
**de niño/a** as a child

**deshonesto** dishonest

**donar** to donate

**educado/a** polite

**egoísta** selfish

**emocionante** exciting

**enfermo/a** ill

**la escuela** (primary) school

**Estados Unidos** United  
States

**estar seguro/a** to be  
sure

**la fama** fame

**hablar** to speak

**humilde** humble

**el idioma** language

**importante** important

**indígena** native,  
indigenous

**inspirar** to inspire

**el/la joven** young person

**latinoamericano/a** Latin  
American

**maleducado/a** impolite

**mexicano/a** Mexican

**el/la modelo a seguir** role  
model

**el norte** north

**la nominación** nomination

**Nueva York** New York

**opinar** to think

**optimista** optimistic

**el país** country

**el papel** role

**parecer** to seem

**la participación**  
participation

**participar** to participate

**perezoso/a** lazy

**pesimista** pessimistic

**el premio** award, prize

**el proyecto** project

**puertorriqueño/a**  
Puerto Rican

**que yo sepa** as far as I  
know

**recibir** to receive

**reducir** to reduce

**sincero/a** honest

**el sur** south

**la televisión** TV

**trabajador(a)**  
hard-working

**único/a** unique

**valer la pena** to be  
worth it

**la verdad** truth

**la vida social** social life

**la visibilidad** visibility,  
awareness

**votar** to vote

**la voz** voice

## 6.2H ¡La fama tiene dos caras!

**a causa de** because of

**el acoso** harassment

**acosar** to harass

**cambiar** to change

**decir** to say

**dejar** to leave

**durante** for, during

**entrenar** to train

**esconder** to hide

**el espacio** space

**estar de acuerdo (con)** to  
agree (with)

**la falta** lack

**el fin de semana** weekend

**el fotógrafo/a**  
photographer

**ir de compras** to go  
shopping

**el jugador(a)** player

**la lástima** pity, shame

**lejos de** far from

**leer** to read

**el límite** limit

**el lugar** place

**la novela** novel

**la página** page

**paparazzi** photographer  
who follows famous  
people

**para siempre** forever

**la pasión** passion

**peligroso/a** dangerous

**el/la periodista** journalist

**la persecución** pursuit

**por fin** finally

**preferir** to prefer

**preguntar** to ask a  
question

**la privacidad** privacy

**público/a** public

**quejarse** to complain

**el respeto** respect

**el/la seguidor(a)** follower

**la separación** separation

**el teléfono móvil** mobile  
phone

**la telerrealidad** reality TV

**tener derecho a** to have  
the right to

**tener miedo** to be afraid

**el tiempo libre** free time

**las vacaciones** holidays

**ver** to see



- 1** You hear some Spanish students discussing birthday celebrations. What is their opinion of each celebration they mention?

Write **P** for a **positive** opinion

**N** for a **negative** opinion

**P+N** for a **positive** and **negative** opinion.

- a Student 1 1 mark
- b Student 2 1 mark
- c Student 3 1 mark
- d Student 4 1 mark

### Consejo



With all questions, but especially this type, it is essential to listen carefully to the full recording before deciding on your answer. You may hear a positive opinion to start with, but the speaker may then give a negative viewpoint as well. Only answer when you have heard the full utterance.

- 2** Your Spanish friend, Elena, leaves you a voice message about her favourite TikTokers, Twin Melody. Listen to the message and write down the correct letter.

- a Paula and Aitana are... 1 mark
- A 26 years old.
- B 15 years old.
- C 16 years old.
- b They upload videos of themselves... 1 mark
- A singing.
- B dancing.
- C singing and dancing.
- c At Benidorm Fest they... 1 mark
- A presented a TV show.
- B won a competition.
- C performed a song.
- d Elena says that Paula and Aitana... 1 mark
- A like animated films.
- B are good role models.
- C are very sympathetic.

- 3** You hear these adverts on the radio. Choose the two correct statements for each advert.

a

|   |                                              |
|---|----------------------------------------------|
| A | The painting club needs new members.         |
| B | The focus of the club is landscape painting. |
| C | No prior experience of painting is required. |
| D | The painting club has a new website.         |

1 mark

b

|   |                                               |
|---|-----------------------------------------------|
| A | This trip is ideal for animal lovers.         |
| B | The trip will be free.                        |
| C | The trip will take place this spring.         |
| D | You will need to upload a photo to Instagram. |

1 mark

c

|   |                                                              |
|---|--------------------------------------------------------------|
| A | This role would suit people who like working alone outdoors. |
| B | The local government urgently needs experts.                 |
| C | The role offered is low paid.                                |
| D | The local surroundings are in need of improvement.           |

1 mark

- 4** Listen to these questions from a teacher about Day of the Dead in Mexico. What is the teacher asking the students? Answer the questions in English.

- Question 1 1 mark
- Question 2 1 mark
- Question 3 1 mark
- Question 4 1 mark



**5 Listen to this profile of the actress Katy Jurado.**

Write **A** if only statement A is correct

**B** if only statement B is correct

**A+B** if both statements A and B are correct.

a Katy Jurado appeared in...

A her first film in the 1940s.

B more than seventy films.

1 mark

b Katy won...

A several important awards in Mexico.

B awards abroad.

1 mark

c Katy was always...

A aware that cinema was a demanding industry.

B loved by the public.

1 mark

d On social media...

A she had millions of followers from around the world.

B she would have been very popular.

1 mark

**6 Listen to this news item about Villano Antillano, a Puerto Rican rapper. Answer the questions in English.**

a When did Villano Antillano's interview take place?

1 mark

b What **two** themes does she talk about in her songs?

2 marks

c Where will tomorrow's concert take place?

1 mark

d How do we know Villano is a popular artist?

1 mark

**Consejo**



Make sure you read each question carefully to see how much information is needed. For example, you need two themes in part 6b to answer the question fully.

**Dictation A**

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks

**Dictation B**

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks



**Role Play**

You are talking to your Costa Rican friend.

Your teacher (or partner) will play the part of your friend and will speak first.

You should address your friend as *tú*.

When you see this – ? – you will have to ask a question.

In order to score full marks, you must include a verb in your response to each task.

- 1 Say what type of music you like and why. (Give **one** type and **one** reason.)
- 2 Describe your favourite singer. (Give **two** details.)
- 3 Say something you are going to do in your free time next weekend. (Give **two** details.)
- 4 Give **one** advantage about watching films in the cinema.
- 5 ? Ask your friend a question about television.

**Consejo**

When you are preparing for a role play, make sure you've read all details carefully so you know how much you need to prepare. For example, in this role play you need to give two details for tasks 2 and 3, and you need to give both a type of music and a reason in task 1.

**Reading aloud task**

When your teacher (or partner) asks you, read aloud the following text in **Spanish**.

La semana pasada fui a un concierto en Madrid con mi familia.

Mi hermana compró las entradas porque es muy generosa.

Me encanta pasar mucho tiempo con ella.

Además, a mí me gusta mucho bailar y cantar.

En Latinoamérica hay muchos festivales históricos que son muy divertidos.

You will then be asked four questions in **Spanish** that relate to the topic of **Customs, festivals and celebrations**. Make sure you answer **all four questions as fully as you can**.



## Photo card

- During your preparation time, look at the two photos on Popular culture. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher (or partner) will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher (or partner) will then ask you questions related to **any** of the topics within the theme of **Popular culture**.

## Consejo



When you are given pictures to prepare, don't just think about language connected to the stated topic. The instructions for the second part of the photo card task state 'any topics within the theme of...' so think when you are preparing of other topics that might come up.

Photo 1



Photo 2





1 You are reading about festivals on the Internet and come across these opinions in an online forum.

| =                                                                                                                                                                                     |                                                                                                                                    | ✕ |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|---|--|
| <b>Gloria</b><br>En Puerto Rico celebramos el Día de Acción de Gracias en noviembre. Suele ser muy agradable estar con la familia.                                                    | <b>Pedro</b><br>La Feria de Sevilla es decepcionante. A causa del ambiente animado, todos los años me cuesta dormir por la noche.  |   |  |
| <b>Luisa</b><br>Vivo en Pamplona y me parece que la tradición de San Fermín está pasada de moda. Es verdad que hay ventajas económicas gracias a los turistas que vienen a la ciudad. | <b>Lola</b><br>¿Tienes ganas de venir a la Tomatina de Buñol este año? Yo cuando pienso en este festival, siempre me hace sonreír. |   |  |

What do these people think about each festival?

Write **P** for a **positive** opinion

**N** for a **negative** opinion

**P+N** for a **positive** and **negative** opinion.

- |          |        |
|----------|--------|
| a Gloria | 1 mark |
| b Luisa  | 1 mark |
| c Pedro  | 1 mark |
| d Lola   | 1 mark |

2 You read an email from your friend, describing her idol.

En estos momentos, sigo con atención a la influencer Eugenia Tenenbaum. Me gusta no solo por su belleza y su estilo, sino también por su inteligencia. Publicó el libro *Las mujeres de Picasso* hace ocho meses, y me parece una obra muy importante. Pronto iré a la biblioteca de mi barrio para leerlo. Vi una entrevista suya en Internet promoviendo el libro y fue muy educativa. Estoy intentando mejorar mi conocimiento de la historia del arte cada día. Además, compré una entrada para la feria del libro.

Esperanza

What does she say about these events?

Write **P** for something that happened **in the past**

**N** for something that is happening **now**

**F** for something that will happen **in the future**.

- |                                       |        |
|---------------------------------------|--------|
| 1 Following an influencer             | 1 mark |
| 2 Publishing a book                   | 1 mark |
| 3 Going to the library                | 1 mark |
| 4 Watching an interview               | 1 mark |
| 5 Improving knowledge of art history  | 1 mark |
| 6 Buying a ticket for a book festival | 1 mark |



**3 Amaia has completed a survey with her classmates as part of a school project on hobbies.**

Según mis recientes investigaciones, es evidente que la mayoría de mis compañeros de clase hacen cada vez menos ejercicio. Muchos reconocen que no encuentran la oportunidad de seguir practicando deportes a causa de los deberes escolares y, en mi opinión, debido también a la presión social que aumenta durante la juventud. Más de la mitad de mi clase dice que usan las redes sociales todos los días, y en algunos casos, durante más de ocho horas al día. Muchos juegan a videojuegos violentos en casa, pero no les preocupa que estos videojuegos puedan tener un efecto negativo en ellos. Finalmente, hablando de los deportes de riesgo, todos mis compañeros de clase piensan que son demasiado caros, pero el sesenta y cinco por ciento sueña con viajar a un país tropical. Allí, parece que quieren hacer algún deporte acuático como el buceo.

For each question, write **A** if only statement A is correct  
**B** if only statement B is correct  
**A+B** if both statements A and B are correct.

- a **A** Half of Amaia's class use social networks every day.  
**B** Some of Amaia's class use social networks for eight hours a day.

1 mark

- b **A** Many of her classmates play violent videogames at home.  
**B** They are not worried about the possible negative effects of these games on them.

1 mark

- c **A** All of Amaia's classmates think extreme sports are too expensive.  
**B** A minority of her classmates dream of travelling to a tropical country.

1 mark

- d Read the last paragraph again. What do you think *el buceo* is?

**A** rock climbing **B** scuba diving **C** paragliding

1 mark

**Consejo**

Question 4d above requires you to work out the general meaning of a word or phrase from the context. You will need to read around it and use all the clues in the rest of the sentence or paragraph. There will be two questions like this in the reading exam.

**4 Translate these sentences into English.**

- a Desafortunadamente, no voy a tener tiempo para comprar las entradas esta tarde.  
b Estoy triste porque no puedo asistir al concierto contigo.  
c Antes de hacer los deberes, tuve que llamar a mi novia.  
d Esa película me da mucho miedo, pero es de buena calidad.  
e Vi un programa sobre la historia musulmana en España.

10 marks

**Consejo**

You won't always know all the words in a translation and you will need to use linguistic common sense to make a sensible guess at the meaning of a word. Look at the words around the one you don't know to see if they can give you any clues.

**5 Translate these sentences into English.**

- a Sueño con pasar la Navidad en el extranjero.  
b Quizás buscaré un vestido bonito de segunda mano.  
c No tengo ganas de ir a la fiesta sin Laura.  
d De niña, mi hermana era bastante mala, pero ahora estoy muy orgulloso de ella.  
e Ya no me quiero seguir a ese famoso, porque evita pagar impuestos.

10 marks



**1 Translate the following sentences into Spanish.**

- a I want to use my new tablet this afternoon.
- b It is best to visit Mexico between December and April.
- c Next week, my friend is going to celebrate her birthday.
- d I don't know if I am going to be famous in the future.
- e I will start to follow my favourite actor on social media.

10 marks

**Either Question 2.1 or Question 2.2****2.1 You are emailing your friend from Paraguay about festivals and celebrations.**

**Write approximately 90 words in Spanish.**  
**You must write something about each bullet point.**

Mention:

- your favourite Spanish or Latin American festival
- a celebration that recently took place
- what you are going to do in the summer holidays.

15 marks

**2.2 You are writing an essay about celebrity culture.**

**Write approximately 90 words in Spanish.**  
**You must write something about each bullet point.**

Mention:

- a film or TV programme you enjoy
- a famous person you liked when you were younger
- if you would like to be famous in the future.

15 marks

**Consejo**

Keep an eye on your word count. It is no advantage at all to write pages and pages – you are given a word guide of approximately 90 words. If you write lots more, you will rush and allow more errors to creep in.



Either Question 3.1 or Question 3.2

**3.1** You are writing a social media post about celebrity culture.  
Write approximately 150 words in Spanish.  
You must write something about both bullet points.

Mention:

- a celebrity you think is a good role model
- whether you would enjoy being famous in the future.

25 marks

**3.2** You are writing a blog on Hispanic festivals for a website.  
Write approximately 150 words in Spanish.  
You must write something about both bullet points.

Mention:

- the importance of festivals in general
- any Hispanic festivals you are going to go to in the future.

25 marks

### Consejo



If you think you can say a lot more about one of the bullet points than the other, this is not a problem. You will not be marked down if you write more about one aspect than the other, but you must cover both points.





## Theme 3

# Communication and the world around us

### Travel and tourism

1 Match the Spanish and English words for different forms of transport.

|   |           |   |                   |
|---|-----------|---|-------------------|
| 1 | autobús   | A | underground, tube |
| 2 | avión     | B | car               |
| 3 | barco     | C | bus               |
| 4 | bicicleta | D | train             |
| 5 | coche     | E | plane             |
| 6 | metro     | F | boat              |
| 7 | tren      | G | bicycle           |

2 Listen to Ana's account of her trip to Barcelona. Write down in the correct order the different forms of transport she used.

*alquilar* to hire

3 Look at Martín's plan for his holiday.

|                  |                                                       |                       | ✕ |
|------------------|-------------------------------------------------------|-----------------------|---|
| <b>sábado</b>    | visitar los sitios de interés del pueblo              | <input type="radio"/> |   |
| <b>domingo</b>   | tomar el sol y nadar en la piscina del hotel          | <input type="radio"/> |   |
| <b>lunes</b>     | ir a un parque temático                               | <input type="radio"/> |   |
| <b>martes</b>    | jugar al bádminton en la playa                        | <input type="radio"/> |   |
| <b>miércoles</b> | hay fiesta en el pueblo – ver los fuegos artificiales | <input type="radio"/> |   |
| <b>jueves</b>    | ver el espectáculo de baile en el hotel               | <input type="radio"/> |   |
| <b>viernes</b>   | ir a las tiendas para comprar recuerdos               | <input type="radio"/> |   |

|                                |               |
|--------------------------------|---------------|
| <i>el sitio</i>                | place         |
| <i>el pueblo</i>               | town, village |
| <i>tomar el sol</i>            | to sunbathe   |
| <i>nadar</i>                   | to swim       |
| <i>la piscina</i>              | swimming pool |
| <i>el parque temático</i>      | theme park    |
| <i>jugar</i>                   | to play       |
| <i>los fuegos artificiales</i> | fireworks     |
| <i>el espectáculo</i>          | show          |
| <i>el baile</i>                | dance         |
| <i>la tienda</i>               | shop          |
| <i>el recuerdo</i>             | souvenir      |

On which day does he plan to do the following?

- |                          |                               |
|--------------------------|-------------------------------|
| a see a firework display | e play games on the beach     |
| b sunbathe by the pool   | f go for a swim               |
| c shop for souvenirs     | g watch the show in the hotel |
| d go to a theme park     | h go sightseeing              |



- 4  A Spanish travel magazine is doing a survey to find out what type of holiday people prefer. Which option from the table would each of these people choose?

|          |                           |
|----------|---------------------------|
| <b>A</b> | sol y playa               |
| <b>B</b> | deportes de invierno      |
| <b>C</b> | actividades al aire libre |
| <b>D</b> | visitas culturales        |

|          |                        |
|----------|------------------------|
| <b>E</b> | en el extranjero       |
| <b>F</b> | centro ciudad          |
| <b>G</b> | actividades para niños |
| <b>H</b> | descanso en el campo   |

**Carla**

Me gusta comer en restaurantes, ver tiendas e ir al teatro.

**Jorge**

Si mis dos hijos pequeños están contentos, yo también lo estoy.

**Luisa**

Me encanta estar en las montañas haciendo actividades cuando hace frío y hay nieve.

**Enrique**

Busco unos días tranquilos en la naturaleza.

**Marta**

Me interesa ver las iglesias, los edificios históricos y los castillos.

**Pablo**

Quiero montar a caballo, cocinar sobre un fuego y dar paseos.

**Lucía**

Quiero explorar el mundo y ver muchos países.

**Rafael**

Prefiero el calor y pasar tiempo al lado del mar.

|                         |                           |
|-------------------------|---------------------------|
| <i>el deporte</i>       | sport                     |
| <i>el invierno</i>      | winter                    |
| <i>la actividad</i>     | activity                  |
| <i>al aire libre</i>    | outdoors, in the open air |
| <i>el extranjero</i>    | abroad                    |
| <i>la ciudad</i>        | city                      |
| <i>los niños</i>        | children                  |
| <i>el descanso</i>      | rest                      |
| <i>el campo</i>         | country, countryside      |
| <i>la tienda</i>        | shop, tent                |
| <i>el teatro</i>        | theatre                   |
| <i>montar a caballo</i> | to go horse-riding        |
| <i>cocinar</i>          | to cook                   |
| <i>el fuego</i>         | fire                      |
| <i>dar un paseo</i>     | to go for a walk          |
| <i>la montaña</i>       | mountain                  |
| <i>el frío</i>          | cold                      |
| <i>la nieve</i>         | snow                      |
| <i>la iglesia</i>       | church                    |
| <i>el edificio</i>      | building                  |
| <i>el castillo</i>      | castle                    |
| <i>tranquilo</i>        | quiet, peaceful           |
| <i>la naturaleza</i>    | nature                    |
| <i>el mundo</i>         | world                     |
| <i>el país</i>          | country                   |
| <i>muchos</i>           | many                      |
| <i>el calor</i>         | heat                      |
| <i>pasar</i>            | to spend (time)           |
| <i>al lado de</i>       | next to                   |

## Media and technology

- 5  Listen to six people (1–6) explaining how they use social media. What does each one use social media for?

|          |                       |
|----------|-----------------------|
| <b>A</b> | business              |
| <b>B</b> | finding old friends   |
| <b>C</b> | following celebrities |
| <b>D</b> | local events          |

|          |                               |
|----------|-------------------------------|
| <b>E</b> | texting and instant messaging |
| <b>F</b> | uploading photos              |
| <b>G</b> | videocalls                    |
| <b>H</b> | watching music videos         |

|                      |                |
|----------------------|----------------|
| <i>la red social</i> | social network |
| <i>el cantante</i>   | singer         |
| <i>subir</i>         | to upload      |
| <i>seguir</i>        | to follow      |
| <i>mandar</i>        | to send        |
| <i>el mensaje</i>    | message        |

|                     |                     |
|---------------------|---------------------|
| <i>la página</i>    | page                |
| <i>la empresa</i>   | company             |
| <i>el negocio</i>   | business            |
| <i>las noticias</i> | news                |
| <i>pasar</i>        | to happen, to spend |
| <i>el pueblo</i>    | town, village       |



6 Listen and unscramble the words to write the correct nouns.

a el mivól \_\_\_\_

c la aplantal \_\_\_\_

e el dranodeor \_\_\_\_

b el prittloá \_\_\_\_

d el docatel \_\_\_\_

## Where people live

7 Read what this girl is complaining about in her bedroom and select the correct letter (a–i) to describe each item.

La cama no es muy cómoda y la luz no funciona muy bien. Las paredes son de un color muy feo y la ventana está sucia. Los **estantes** son demasiado pequeños y no puedo abrir el armario. El **portátil** está roto y la silla es demasiado baja. Sin embargo, la mesa es demasiado alta.



|   |                          |
|---|--------------------------|
| a | broken                   |
| b | dirty                    |
| c | does not like the colour |
| d | does not work            |
| e | too high                 |
| f | too low                  |
| g | too small                |
| h | uncomfortable            |
| i | will not open            |

- 1 the bed
- 2 the light
- 3 the walls
- 4 the window
- 5 the shelves
- 6 the wardrobe / cupboard
- 7 the laptop
- 8 the chair
- 9 the desk / table

*el estante* shelf

8 Listen to eight people (1–8) talking about where they live. Which two places does each person mention?



|                        |              |
|------------------------|--------------|
| <i>el banco</i>        | bank         |
| <i>el bosque</i>       | wood, forest |
| <i>el cine</i>         | cinema       |
| <i>el estadio</i>      | stadium      |
| <i>el mercado</i>      | market       |
| <i>el parque</i>       | park         |
| <i>el puerto</i>       | port         |
| <i>el supermercado</i> | supermarket  |
| <i>la estación</i>     | station      |
| <i>la fábrica</i>      | factory      |
| <i>la mezquita</i>     | mosque       |
| <i>la montaña</i>      | mountain     |
| <i>la playa</i>        | beach        |



## The environment

- 9  Listen to six people (1–6) talking about environmental issues. Which issue is each one talking about?

|   |                     |
|---|---------------------|
| A | endangered species  |
| B | global warming      |
| C | drought             |
| D | poor air quality    |
| E | protecting woodland |
| F | risk of wildfires   |
| G | saving energy       |
| H | water pollution     |

- 10  Read the sentences and complete them with the correct verb from the box.

separar    apagar    plantar  
recoger    reciclar    ahorrar  
usar    llevar

- Tenemos un jardín grande y vamos a \_\_\_ dos árboles allí.
- Los alumnos del colegio van a \_\_\_ la basura del parque.
- Hay un nuevo contenedor en el patio; es para las botellas de plástico que vamos a \_\_\_.
- Para usar menos electricidad, debemos \_\_\_ las pantallas al final de la clase.
- Hemos tenido varios años muy secos; tenemos que \_\_\_ más agua.
- Es muy importante \_\_\_ la basura en casa y ponerla en el contenedor correcto.
- Cuando la gente está en el campo, debería \_\_\_ su basura a casa.
- En el instituto vamos a hablar de cómo podemos \_\_\_ menos energía.

|                    |         |                       |             |
|--------------------|---------|-----------------------|-------------|
| <i>ahorrar</i>     | to save | <i>alto/a</i>         | high        |
| <i>el animal</i>   | animal  | <i>la energía</i>     | energy      |
| <i>el árbol</i>    | tree    | <i>la especie</i>     | species     |
| <i>el calor</i>    | heat    | <i>la flor</i>        | flower      |
| <i>el esfuerzo</i> | effort  | <i>la lluvia</i>      | rain        |
| <i>el incendio</i> | fire    | <i>la planta</i>      | plant       |
| <i>el mundo</i>    | world   | <i>la temperatura</i> | temperature |
| <i>el peligro</i>  | danger  | <i>la tierra</i>      | land, earth |
| <i>el riesgo</i>   | risk    | <i>proteger</i>       | to protect  |
| <i>el verano</i>   | summer  | <i>seco/a</i>         | dry         |
| <i>el viento</i>   | wind    |                       |             |



|                      |                      |                 |                      |
|----------------------|----------------------|-----------------|----------------------|
| <i>apagar</i>        | to turn off, put out | <i>llevar</i>   | to take, carry, wear |
| <i>cómo</i>          | how                  | <i>plantar</i>  | to plant             |
| <i>el contenedor</i> | bin, container       | <i>reciclar</i> | to recycle           |
| <i>en casa</i>       | at home              | <i>recoger</i>  | to collect, pick up  |
| <i>la basura</i>     | rubbish, litter      | <i>separar</i>  | to separate          |
| <i>la energía</i>    | energy               | <i>usar</i>     | to use               |





## 7.1F ¿Qué haces durante las vacaciones?

### OBJECTIVES

- Holiday activities
- Phrases with *ir de*
- The conditional tense
- Pronunciation *j*

1 Read what these young people say. Write the correct name for each question.



**Jaime**

Durante las vacaciones hago camping con mis amigos. Vamos al campo, con todo nuestro equipo en mochilas, y montamos la tienda al lado de un río. Cocinamos las comidas al fuego. Nos encanta estar al aire libre.



**Paula**

Cuando estamos de vacaciones, vamos de compras en los pueblos y las ciudades que visitamos. Mi madre compra recuerdos y yo miro la ropa. A veces vamos a los mercados que venden de todo y compro regalos para mis amigos.



**Martina**

Yo prefiero estar activo y siempre busco actividades nuevas para probar. El año pasado jugué al baloncesto en la piscina y este verano voy a aprender a montar a caballo. A veces, voy de paseo en bicicleta con un grupo de amigos.



**Leo**

Cuando visito un lugar que no conozco, me gusta mirar el plano de la ciudad y visitar todos los sitios de interés. Me encanta aprender de la historia y ver los edificios históricos. Siempre tengo el móvil y hago fotos todo el tiempo.



**Alba**

Para mí, las vacaciones son para descansar y mi actividad favorita es tomar el sol en la playa. Cuando tengo demasiado calor, nado en el mar o voy al café para tomar una bebida fresca. Si estamos en un hotel, descanso en los jardines cerca de la piscina.

Who...

- a likes shopping?
- b enjoys photography?
- c likes trying different sports?
- d likes the outdoor life?
- e prefers just to relax?
- f likes to learn about places?

2 Look at the texts again and answer the questions.

- a Where does Paula camp?
- b How do they prepare their meals?
- c What does Jaime's mother buy?
- d What does Jaime do in the markets?
- e What did Leo try last year?
- f What is he going to learn this year?
- g What do he and his friends sometimes do?
- h What does Martina always have with her when she visits a town?
- i What is Alba's favourite holiday activity?
- j What does she do when it gets too hot?



- 3 Listen to these people talking about what type of holiday they would like. Write the correct letters from the table.

|   |                   |   |                       |
|---|-------------------|---|-----------------------|
| A | a beach holiday   | E | a road trip           |
| B | a boating holiday | F | a theme park trip     |
| C | a luxurious stay  | G | a wildlife experience |
| D | a peaceful time   | H | a winter holiday      |

- 4 Complete the sentences with the correct form of the verb in brackets in the conditional tense. Then translate the sentences into English.

- Decidí que \_\_\_ (*ir, yo*) al campo en verano.
- ¿Crees que \_\_\_ (*poder, tú*) reservar la excursión hoy?
- Dijeron que me \_\_\_ (*comprar, ellos*) un regalo.
- Pensé que el hotel \_\_\_ (*tener*) un gimnasio.
- Creímos que la recepción \_\_\_ (*estar*) abierta veinticuatro horas.
- La ciudad es muy grande; nos \_\_\_ (*perder, nosotros*) sin un plano.
- Decidimos que \_\_\_ (*poner, nosotros*) las maletas en un lugar seguro.
- No sé cuánto \_\_\_ (*costar*) la excursión a la isla.

- 5 Read these sentences and write P if the sentence is in the past, N if it is in the present and F if it will happen in the future.

- Vamos a ir de vacaciones en agosto.
- Fue de compras el sábado.
- Voy de paseo por el parque.
- Van de compras cada martes.
- Iré de vacaciones con mis padres.
- ¿Fuiste de paseo con el perro?

- 6 Work with a partner. Take turns to tell your partner what you do during these types of holidays. (Use the texts in activity 1 to help.)

- a beach holiday
- an activity holiday
- a holiday at home
- a sightseeing holiday
- a holiday in the country

- 7 Write a 90-word account with the title *Mis vacaciones ideales*. Say how you would spend your ideal holidays.

## Pronunciación



j

The letter 'j' is pronounced like the 'ch' in the Scottish word 'loch'.

Examples: *jugar, naranja, jamón, mejor, hijo*

## Los verbos



### The conditional tense

To form the conditional tense ('would' ...), follow these steps.

Take the infinitive (like *viajar, comer, ir*) and add the following endings:

| Person                      | Ending | Examples           | English              |
|-----------------------------|--------|--------------------|----------------------|
| yo                          | -ía    | <i>viajaría</i>    | I would travel       |
| tú                          | -ías   | <i>pagarías</i>    | you would pay        |
| él/ella/<br>usted           | -ía    | <i>vendería</i>    | he/she<br>would sell |
| nosotros/<br>as             | -íamos | <i>comeríamos</i>  | we would eat         |
| vosotros/<br>as             | -íais  | <i>conducirías</i> | you would drive      |
| ellos/<br>ellas/<br>ustedes | -ían   | <i>irían</i>       | they would go        |

Note the irregular stem (instead of the infinitive) for these five verbs:

**tener** > *tendr-* (*tendría, tendrías*, etc.)

**poder** > *podr-* (*podría, podrías*, etc.)

**hacer** > *har-* (*haría, harías*, etc.)

**poner** > *pondr-* (*pondría, pondrías*, etc.)

**haber** > *habría* – there would be

## ¡Atención!



### ir de

Note the following important phrases using *ir de* ...

*ir de vacaciones* – to go on holiday

*ir de paseo* – to go for a walk

*ir de compras* – to go shopping





# 7.1H Las vacaciones fueron un desastre

## OBJECTIVES

- Holiday problems
- Possessive pronouns
- The conditional tense – irregular verbs

### 1 You read this online forum where people have written about their holiday nightmares.

Write **A** if only statement A is correct

**B** if only statement B is correct

**A+B** if both statements A and B are correct.

- |   |                                                     |
|---|-----------------------------------------------------|
| 1 | <b>A</b> José was stuck in a plane for hours.       |
|   | <b>B</b> The plane had a technical problem.         |
| 2 | <b>A</b> Mariana had a long, hot journey.           |
|   | <b>B</b> She had a cool swim when she arrived.      |
| 3 | <b>A</b> Mateo's hotel had lovely sea views.        |
|   | <b>B</b> His room overlooked a busy street.         |
| 4 | <b>A</b> Adriana broke her suitcase at the airport. |
|   | <b>B</b> She had arrived after a long flight.       |
| 5 | <b>A</b> Adriana's sister helped her.               |
|   | <b>B</b> The luggage problem was eventually solved. |
| 6 | <b>A</b> Manolo was involved in a boating accident. |
|   | <b>B</b> Manolo broke his arm.                      |

### 2 Listen to eight people (1–8) talking about their holidays. What problem did each one have? Write the answer in English.

## Los verbos



### The conditional tense – irregular verbs

You saw the regular conditional tense on page 111.

The irregular verbs are the same as for the future tense.

Here you can see the irregular stem of some common verbs in the 1<sup>st</sup> person singular:

| add a -d |                 | lose an -e |                 | others |               |
|----------|-----------------|------------|-----------------|--------|---------------|
| venir    | vendr <u>ía</u> | poder      | podr <u>ía</u>  | hacer  | har <u>ía</u> |
| poner    | pondr <u>ía</u> | saber      | sabr <u>ía</u>  | decir  | dir <u>ía</u> |
| salir    | saldr <u>ía</u> | haber      | habr <u>ía</u>  |        |               |
| tener    | tendr <u>ía</u> | querer     | querr <u>ía</u> |        |               |
| valer    | valdr <u>ía</u> |            |                 |        |               |

## Inicio



### José

Subimos al avión para el vuelo a Nueva York, pero hacía muy mal tiempo y el avión no pudo salir. Estuvimos cinco horas esperando sentados en el avión antes de poder salir. Pensé que nunca llegaríamos.



### Mariana

Estábamos haciendo un viaje por varias ciudades de México. Después de pasar varias horas en el autobús, con mucho calor, llegamos al hotel para descubrir que estaba en obras y que no había agua en la piscina.



### Mateo

En las fotos, podíamos ver que el hotel tenía vistas al mar y a los jardines. Y era verdad. Desafortunadamente, nuestra habitación estaba al otro lado donde había una calle muy animada, pero muy sucia. No pudimos dormir por el ruido.



### Adriana

Después del largo vuelo a Australia, nos dijeron en el aeropuerto que mis maletas estaban perdidas. Tuve que llevar la ropa de mi hermana durante cuatro días, pero finalmente encontraron **el equipaje** y lo trajeron al hotel.



### Manolo

El primer día, hicimos una excursión en barco y me sentía muy enfermo. Parece que viajar por el mar me sienta mal. Luego, dimos un paseo en bicicleta y me rompí el brazo porque me caí de la bici.

el equipaje luggage





### 3 Translate these sentences into Spanish.

- a I thought that the train would leave at six.
- b He said that there would be a fridge in the room.
- c They told me that it would cost much less.
- d I decided that I would go by car.
- e She said that she would take some photos.
- f I thought that the campsite would have a shop.
- g I decided that I would buy souvenirs in the market.
- h They told me that they would reserve two rooms.

### ¡Atención!



You will also need these verbs in the preterite:

I thought – *pensé*; he / she said – *dijo*;  
they told me – *me dijeron*; I decided – *decidí*

### 4 Complete the sentences with the correct possessive pronoun.

- a Voy a poner mi ropa en el armario; puedes poner \_\_\_\_ (*yours, you sing.*) allí.
- b Esa maleta no es \_\_\_\_ (*his*); es \_\_\_\_ (*mine*).
- c No me gustó su hotel, prefiero \_\_\_\_ (*ours*).
- d Voy a poner mis billetes y \_\_\_\_ (*yours, you pl.*) en mi maleta.
- e Nuestro hotel es moderno; \_\_\_\_ (*theirs*) es un edificio histórico.
- f No tengo una bolsa de tela aquí– voy a usar \_\_\_\_ (*hers*).

## Gramática



### Possessive pronouns

Possessive pronouns tell us who something belongs to, such as 'It is **mine**' or 'She can't find **hers**.' They agree with the noun they are replacing.

|                                          | masculine<br>sing.           | feminine<br>sing.            | masculine<br>pl.               | feminine<br>pl.                |
|------------------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|
| mine                                     | ( <i>el</i> ) <i>mío</i>     | ( <i>la</i> ) <i>mía</i>     | ( <i>los</i> ) <i>míos</i>     | ( <i>las</i> ) <i>mías</i>     |
| yours<br>(belonging<br>to you,<br>sing.) | ( <i>el</i> ) <i>tuyo</i>    | ( <i>la</i> ) <i>tuya</i>    | ( <i>los</i> ) <i>tuyos</i>    | ( <i>las</i> ) <i>tuyas</i>    |
| his / hers                               | ( <i>el</i> ) <i>suyo</i>    | ( <i>la</i> ) <i>suya</i>    | ( <i>los</i> ) <i>suyos</i>    | ( <i>las</i> ) <i>suyas</i>    |
| ours                                     | ( <i>el</i> ) <i>nuestro</i> | ( <i>la</i> ) <i>nuestra</i> | ( <i>los</i> ) <i>nuestros</i> | ( <i>las</i> ) <i>nuestras</i> |
| yours<br>(belonging<br>to you, pl.)      | ( <i>el</i> ) <i>vuestro</i> | ( <i>la</i> ) <i>vuestra</i> | ( <i>los</i> ) <i>vuestros</i> | ( <i>las</i> ) <i>vuestras</i> |
| theirs                                   | ( <i>el</i> ) <i>suyo</i>    | ( <i>la</i> ) <i>suya</i>    | ( <i>los</i> ) <i>suyos</i>    | ( <i>las</i> ) <i>suyas</i>    |

The article (*el, la, los, las*) is used before the possessive pronouns unless it comes immediately after the verb *ser*.

Examples:

*Tu habitación está allí. Esta es **mía**.* – Your room is there. This is **mine**.

*Perdí mis gafas de sol y mi amiga me prestó **las suyas**.* –  
I lost my sunglasses and my friend lent me **hers**.

### 5 Work with a partner. Take it in turns to suggest things that went wrong during an imagined holiday. Use these ideas for help.

*Lo pasé mal porque ...*

*Fue un desastre porque ...*

*perdí ...  
mi billete / móvil / maleta  
mi cámara  
mi mochila / dinero  
el tren / autobús / avión*

*en el hotel, no había ....  
restaurante / piscina /  
gimnasio / sala de juegos /  
ascensor*

*la habitación no tenía ....  
nevera / vistas al mar /  
balcón / agua caliente*

*me puse enfermo / a  
me quemé al sol  
alguien me robó ...  
había mucho ruido  
(me) rompí ...*



## 7.2F ¿Qué tipo de vacaciones prefieres?

### OBJECTIVES

- Different types of holidays
- Object pronouns
- The past continuous
- Pronunciation *ge, gi*

- 1 Read what these young people say about different holidays. What type of holiday is each person describing? Write the name of each person and the letter of their holiday.

|   |                |
|---|----------------|
| A | beach          |
| B | cultural       |
| C | family reunion |
| D | foreign travel |

|   |                  |
|---|------------------|
| E | outdoor activity |
| F | theme parks      |
| G | volunteering     |
| H | winter sports    |

- 2 Answer the questions in English.

- What work did Adrián do during his trip?
- Why did he feel the hard work was worthwhile?
- When did Sara go to Asturias?
- What two water-based activities did she do?
- Where is Toledo, according to Nicolás?
- Which religious buildings did he visit?
- What does Claudia say about the weather where she lives?
- What does she like to do on holiday at the end of the day?

- 3 Listen to five people talking about holidays. Choose the correct options to complete the sentences.

- Paula is going to the **countryside / mountains / coast**. Paula needs a **new suitcase / new clothes / a bigger rucksack**.
- Mateo wants **to learn English / avoid English-speaking countries / improve his English**.
- Irene loves shopping for **food / presents / clothes**. Irene **looks for bargains / doesn't worry about the price / buys gifts for family**.
- When Leo is abroad, he **doesn't like foreign food / loves trying new dishes / sticks to what he knows**.
- Carmen likes **seeing traditional costumes / dancing at parties / learning about customs**.

### Adrián

El año pasado pasé dos semanas ayudando a pintar y mejorar una escuela en una zona pobre. Fue mucho trabajo, pero valió la pena; los niños estaban muy contentos y yo lo pasé muy bien.



### Sara

En Semana Santa fui con mi instituto a Asturias en el norte de España. Pasamos una semana muy activa en el campo. Montamos a caballo, nadamos en el río y fuimos en un barco.



### Nicolás

En verano visité Toledo, cerca de Madrid, con mis padres. Es una ciudad histórica con hermosos edificios. Visitamos la sinagoga, la mezquita, la catedral y el museo de arte.



### Claudia

Yo soy del noroeste de España, donde llueve bastante. Por eso mis vacaciones ideales son ir a la playa en el sur del país. Allí, tomo el sol, nado en la piscina o en el mar y ceno al aire libre.



### Pronunciación



#### *ge, gi*

The word *genial* you can hear in activity 3 is an example of the sound produced by the letter 'g' when followed by 'e' or 'i'. The 'g' sound is just like the sound made by the letter 'j' that was covered on page 111. It sounds like the 'ch' in the Scottish word 'loch'.

Other examples are: *gimnasio, colegio, región, coger, gente, general*



4  Complete the sentences with the correct past continuous form of the verbs in brackets. Then translate the sentences into English.

- Me caí cuando \_\_\_\_ (*bajar, yo*) del autobús.
- Empezó a llover cuando \_\_\_\_ (*conducir, nosotros*) por la ciudad.
- Compraste unas gafas de sol cuando \_\_\_\_ (*pasar, tú*) por el mercado.
- Se quemó cuando \_\_\_\_ (*tomar, ella*) el sol el primer día de las vacaciones.
- ¿Volviste al hotel porque \_\_\_\_ (*llover*)?
- Mis padres vieron a un actor famoso cuando \_\_\_\_ (*cenar, ellos*) en el restaurante.
- Llegamos a la estación y vimos que el tren \_\_\_\_ (*salir*).
- Perdí mi reloj cuando \_\_\_\_ (*nadar, yo*) en el mar.

5  Complete the sentences with the correct pronoun.

- ¿Mis gafas de sol? \_\_\_\_ perdí durante las vacaciones.
- ¿Mi abuela? \_\_\_\_ mandé un mensaje ayer.
- ¿El hotel? \_\_\_\_ reservamos en febrero.
- ¿Mis primos? \_\_\_\_ escribí el sábado pasado.
- ¿Mi mochila? Sí, \_\_\_\_ tengo aquí.

6  Translate these sentences into Spanish.

- He bought me a present.
- He bought us a book.
- He bought you (sing.) a drink.
- The book? She sent it to me.
- The flowers? She sent them to us.
- The photos? She sent them to him.

7  Work with a partner to take turns asking and answering these questions.

- ¿Qué te gusta hacer durante las vacaciones?
- ¿Cuál es el país que más te gustaría visitar? ¿Por qué?
- ¿Prefieres vacaciones tranquilas o activas? ¿Por qué?
- Describe un día divertido durante tus últimas vacaciones.

**Example:**

- Durante las vacaciones me gusta...*
- El país que más me gustaría visitar es...*
- Prefiero las vacaciones...*
- Cuando estaba de vacaciones...*

## Los verbos



### The past continuous

When you are talking about the past and you want to stress what you were doing at a certain time, use the past continuous tense. This is how it is formed.

| Take the imperfect tense of <i>estar</i>                                                                  | add the present participle                          | Examples                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <i>estaba</i><br><i>estabas</i><br><i>estaba</i><br><i>estábamos</i><br><i>estabais</i><br><i>estaban</i> | -ando for -ar verbs<br>-iendo for -er and -ir verbs | <i>estaba trabajando</i> – I was working<br><i>estabas andando</i> – you were walking<br><i>estaban conduciendo</i> – they were driving |

## Gramática



### Object pronouns

Object pronouns are the little words we use to stand in for a noun when we do not want to repeat ourselves. In English they come after a verb. In Spanish, they go in front of the verb.

**Me** dio una entrada. – He gave **me** the ticket.

**La** compró esa tarde. – He bought **it** that evening.

**Te** escribiré. – I will write **to you**.

Here is the full table of object pronouns.

| Direct object pronouns |            | Indirect object pronouns |            |
|------------------------|------------|--------------------------|------------|
| me                     | <i>me</i>  | to me                    | <i>me</i>  |
| you (sing.)            | <i>te</i>  | to you (sing.)           | <i>te</i>  |
| him / it (masc.)       | <i>lo</i>  | to him / her / it        | <i>le</i>  |
| her / it (fem.)        | <i>la</i>  |                          |            |
| us                     | <i>nos</i> | to us                    | <i>nos</i> |
| you (pl.)              | <i>os</i>  | to you (pl.)             | <i>os</i>  |
| them (masc.)           | <i>los</i> | to them (masc. / fem.)   | <i>les</i> |
| them (fem.)            | <i>las</i> |                          |            |

When two object pronouns come together, put the indirect pronoun first.

**Te lo** mandaré mañana. – I will send **you it** tomorrow.

(If in doubt, the indirect pronoun is usually a person, so remember 'people before things'!)

If two 3<sup>rd</sup> person pronouns come together, then the indirect object pronoun changes from *le* to *se*.

**Se lo** mandaré mañana. – I will send **him it** tomorrow.





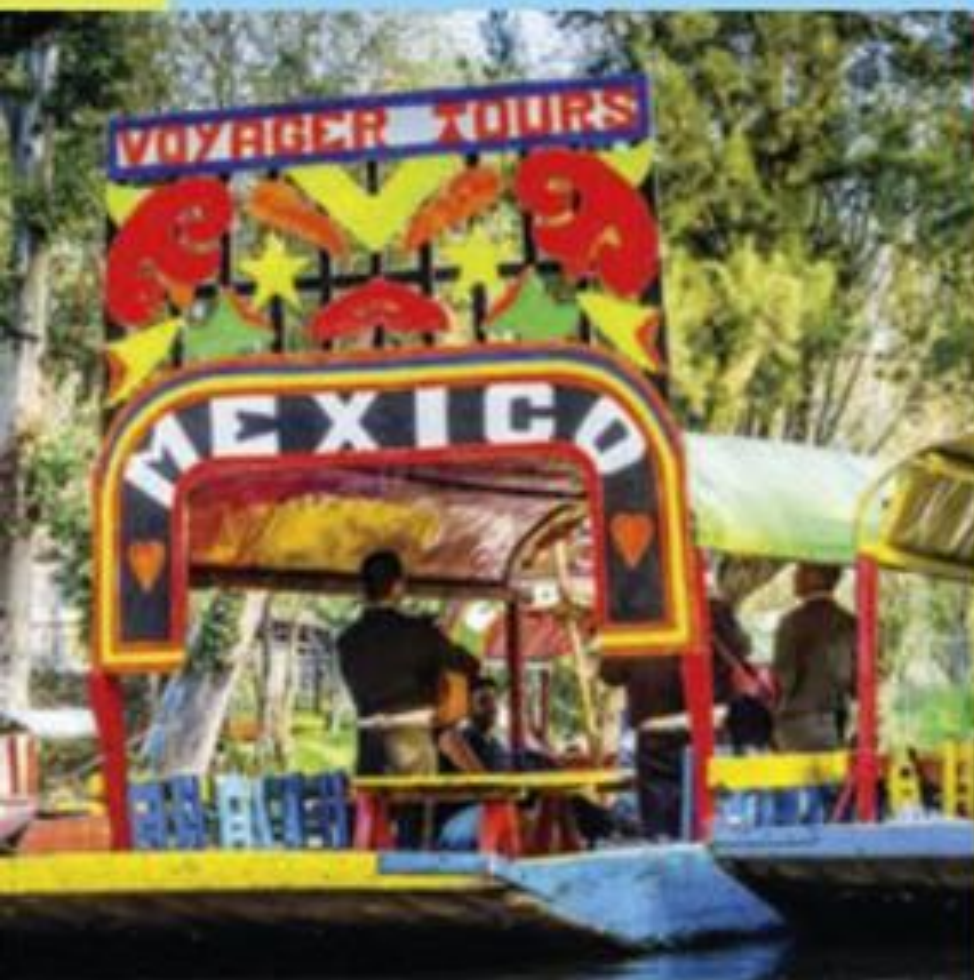
## 7.2H Una visita a la ciudad de México

### OBJECTIVES

- Mexico City
- The passive voice: *ser* + past participle
- The passive with *se*

### 1 Read this tourist guide to Mexico City and answer the questions.

El sitio ideal para empezar la visita es el **Zócalo** o Plaza Mayor. Desde aquí, se puede visitar la antigua catedral cuya construcción fue iniciada en el siglo dieciséis y terminada en 1813. Allí al lado, se encuentra el Palacio Nacional que hay que visitar para disfrutar de las enormes obras del famoso artista Diego Rivera pintadas sobre las paredes.



Por la tarde, viaja al sur de la ciudad a la zona de Xochimilco, una región verde con muchos canales.

Aquí, puedes alquilar una *trajinera*, un barco de muchos colores, para hacer una excursión por el agua. Si tienes suerte, te acompañará un grupo de músicos tradicionales, los *mariachis*, que tocan la guitarra y cantan a bordo de otra *trajinera*.

Mientras estás en la ciudad, no puedes perder la oportunidad de visitar la casa de la artista Frida Kahlo, que fue famosa por sus **llamativas** pinturas y su **turbulento** matrimonio con Diego Rivera.

- What is the *Zócalo*?
- When was work on the cathedral started?
- Where did Diego Rivera paint his huge paintings? Give full details.
- Whereabouts is the Xochimilco district?
- How is this area described?
- What is a *trajinera*?
- If you are lucky, what might you come across during the boat trip? Give full details.
- What is Frida Kahlo famous for? Give **two** reasons.

*llamativo*    striking  
*turbulento*    stormy

### 2 Listen to four people talking about their visit to Mexico.

Write **A** if only statement A is true

**B** if only statement B is true

**A+B** if both statements A and B are true.

#### Alejandro

- |          |                                           |
|----------|-------------------------------------------|
| <b>A</b> | They went to see some ancient ruins.      |
| <b>B</b> | The site was to the south of Mexico City. |
- |          |                                       |
|----------|---------------------------------------|
| <b>A</b> | They saw the Temple of the Sun.       |
| <b>B</b> | He was impressed by the architecture. |

#### Fran

- |          |                                                |
|----------|------------------------------------------------|
| <b>A</b> | Rivera's works can be seen in the cathedral.   |
| <b>B</b> | Rivera's paintings show the country's history. |
- |          |                                       |
|----------|---------------------------------------|
| <b>A</b> | He took lots of photos.               |
| <b>B</b> | He bought a book about Rivera's work. |

#### Arancha

- |          |                                           |
|----------|-------------------------------------------|
| <b>A</b> | They saw plants with huge yellow flowers. |
| <b>B</b> | They decided not to do the boat trip.     |
- |          |                                                   |
|----------|---------------------------------------------------|
| <b>A</b> | A guide went with them.                           |
| <b>B</b> | The guide explained a lot about the local nature. |

#### Sara

- |          |                                      |
|----------|--------------------------------------|
| <b>A</b> | They stayed in Mexico City.          |
| <b>B</b> | They saw all the places of interest. |
- |          |                                                     |
|----------|-----------------------------------------------------|
| <b>A</b> | Cancún has everything for a luxury seaside holiday. |
| <b>B</b> | They avoided the touristy areas.                    |



3  Complete the sentences with the correct form of the verbs from the box on the right.

- a La habitación \_\_\_\_ (*was booked*) hace tres semanas.
- b La historia del país \_\_\_\_ (*was told*) a través de las pinturas.
- c Los turistas \_\_\_\_ (*were received*) en la recepción del hotel.
- d Las casas \_\_\_\_ (*were built*) en el siglo dieciocho.
- e El templo \_\_\_\_ (*was created*) para dar gracias al sol.
- f La guía \_\_\_\_ (*was produced*) para explicar la historia de la región.
- g Las reglas \_\_\_\_ (*were changed*) la semana pasada.
- h Las pinturas \_\_\_\_ (*were used*) en un documental sobre la historia de México.
- i La comida \_\_\_\_ (*was served*) por un camarero muy simpático.
- j El hotel \_\_\_\_ (*was run*) muy eficientemente.

4  Translate these sentences into English.

- a No se permite hacer fotos en la iglesia.
- b Las playas se mantienen muy limpias.
- c Se utilizan productos locales en la cocina española.
- d Se necesitan más camareros en el restaurante.
- e Se sirve el desayuno entre las siete y las nueve y media.
- f Las comidas se preparan con cuidado y atención.
- g El libro sobre el arte de Rivera se publicó hace diez años.
- h El castillo se construyó en el siglo catorce.
- i Mis gafas de sol se rompieron en la maleta.
- j El problema con nuestra habitación se resolvió rápidamente.

5  Work with a partner. Take turns to ask and answer questions about the text in activity 1.

¿Dónde se recomienda empezar una visita a la ciudad de México?

¿Cómo se llama la Plaza Mayor?

¿Qué edificio se terminó en el siglo diecinueve?

¿Qué se puede ver en el Palacio Nacional?

¿Qué visita se recomienda por la tarde?

¿Cómo se llaman los barcos tradicionales en los canales de México?

¿Qué son *mariachis*?

¿Dónde se puede ver a los *mariachis* cuando estás en Xochimilco?

¿Con quién estaba casado Diego Rivera?

¿Por qué razones es conocida Frida Kahlo?

6  Do some research about a place in the Hispanic world. Write a tourist guide of about 150 words about it.

Example: *Si visitas..., un buen sitio para empezar es... Allí se puede ver...*

*También tienes que ver... Siempre vale la pena ir a... porque... Para comer, recomiendo probar...*

|            |           |                |          |
|------------|-----------|----------------|----------|
| to book    | reservar  | to produce     | producir |
| to tell    | contar    | to change      | cambiar  |
| to receive | recibir   | to use         | utilizar |
| to build   | construir | to serve       | servir   |
| to create  | crear     | to run, manage | dirigir  |

Gramática 

The passive voice: **ser + past participle**

To form the past participle in Spanish:

- remove *-ar* from *-ar* verbs and add *-ado* (*reservar* > *reservado*)
- remove *-er* or *-ir* from *-er* and *-ir* verbs and add *-ido* (*permitir* > *permitido*)

To form the passive, use the verb *ser* in the appropriate tense, add the past participle and make it agree with what it is describing.

*El templo fue construido hace siglos.* (masculine singular ending because it refers to *templo*) – The temple was built centuries ago.

*Los recuerdos son vendidos en el mercado.* (masculine plural ending because it refers to *recuerdos*) – The souvenirs are sold on the market.

Gramática 

The passive with **se**

Examples:

*Aquí se habla inglés.*

English is spoken here.

*Se venden recuerdos en el mercado.*

Souvenirs are sold on the market.

*Se organizaron varias actividades para niño/as.*

Several children's activities were organised.



# 8.1F Los cambios en la tecnología

## OBJECTIVES

- How technology has changed
- The perfect tense
- Revising numbers
- Pronunciation *rr*

### 1 Read the text and find the Spanish words and phrases for the following:

- a the mobile weighed    b to recharge    c a colour screen    d touch screen



El primer teléfono móvil fue inventado en 1973. El 3 de abril, un ingeniero hizo la primera llamada de teléfono móvil de la historia. El móvil pesaba 1,1 kg y ¡era bastante grande! Te permitía un tiempo de conversación de solo treinta minutos y necesitaba diez horas para recargarse. En 1992 hubo un gran momento: se envió el primer mensaje de texto de la historia.

En 2002, llegó un teléfono que permitía ver las fotos en la pantalla, en lugar de tener que conectarlo a un ordenador. Este teléfono también tenía una pantalla en color y una cámara con flash. Con la llegada en 2007 del iPhone vino la primera pantalla táctil. Esta gran pantalla también permitía por primera vez navegar fácilmente por Internet.



### 2 Read the text again and answer the questions.

- What happened in 1973?
- What did an engineer do on April 3<sup>rd</sup> in that year?
- How much did the first mobile phone weigh?
- How long did it take to charge?
- What exciting event happened in 1992?
- When could you first get to see photos on a mobile?
- What other two developments came with this phone?
- What was the 2007 iPhone the first to provide?
- What advantage did the large screen give?

### 3 Write these years out in words.

- 1763
- 1891
- 1987
- 2015
- 2024

### 4 Listen to this speaker talking about the first appearances of some of our most common technology. Which invention is he talking about and when did it first appear?

|   | Event                      |
|---|----------------------------|
| A | first colour TV programmes |
| B | first computer             |
| C | first laptop               |
| D | first public TV programmes |
| E | first video game           |

|   | Year |
|---|------|
| 1 | 1928 |
| 2 | 1946 |
| 3 | 1954 |
| 4 | 1958 |
| 5 | 1981 |

## Cultura



Around 66% of young Spanish children between the ages of 10 and 15 have a mobile phone and 22% of those under 10 also have one. The use of technology increases from the age of 13 and research shows that girls use technology slightly more than boys.

## Gramática



### Revising numbers

When talking about specific years, you will need *mil* for one thousand and *dos mil* for two thousand. The hundreds are as follows:

*doscientos, trescientos, cuatrocientos, quinientos, seiscientos, setecientos, ochocientos, novecientos*

Note that all but the three highlighted words are simply a combination of the basic number + *cientos*.

So, to put it all together:

1935 – mil novecientos treinta y cinco

1872 – mil ochocientos setenta y dos

2010 – dos mil diez

2025 – dos mil veinticinco

(Note that there is no 'y' where we put an 'and' in English – two thousand **and** ten)



**5**  **Complete the sentences with the correct perfect tense form of the verbs in brackets.**

- La tecnología \_\_\_ (*cambiar*) mucho en los últimos años.
- Mis padres \_\_\_ (*comprar*) una nueva televisión.
- Yo \_\_\_ (*jugar*) a un nuevo videojuego con mis amigos.
- Mi compañero y yo \_\_\_ (*decidir*) buscar información en Internet.
- ¿\_\_\_ (*perder*, tú) tu móvil?
- ¿Por qué no \_\_\_ (*responder*, tú) a mis mensajes?
- Mi padre me \_\_\_ (*dar*) su portátil viejo.
- ¿\_\_\_ (*ver*, vosotros) esa nueva serie en la tele?
- \_\_\_ (*discutir*, yo) con mi hermano por este videojuego.
- Los ingenieros \_\_\_ (*diseñar*) un nuevo móvil inteligente.

## Los verbos



### The perfect tense

This tense is the equivalent of the English 'has \_\_\_ -ed, have \_\_\_ -ed' (I have worked, it has changed). This is how to form it:

|                   | the present tense of <i>haber</i> | + past participle (___-ed) | Examples                 |                            |
|-------------------|-----------------------------------|----------------------------|--------------------------|----------------------------|
| I have            | <i>he</i>                         |                            | <i>he viajado</i>        | I have travelled           |
| you (sing.)       | <i>has</i>                        |                            | <i>has encontrado</i>    | you (sing.) have found     |
| have              |                                   | -ado                       | <i>ha recibido</i>       | he / she / it has received |
| he / she / it has | <i>ha</i>                         | -ido                       |                          |                            |
| we have           | <i>hemos</i>                      |                            | <i>hemos seguido</i>     | we have followed           |
| you (pl.) have    | <i>habéis</i>                     |                            | <i>habéis respondido</i> | you (pl.) have replied     |
| they have         | <i>han</i>                        |                            | <i>han aprendido</i>     | they have learned          |

There are lots of irregular past participles in English (like eaten, fallen, understood, flown, seen) but only a few in Spanish. One common one is **visto** (seen): I have seen – *he visto*.

**6**  **Work with a partner. Use the ideas below to talk about the differences between old and new technology.**

|                                                                                         |                                            |      |                                                                                                                |                                             |                                                                                                    |
|-----------------------------------------------------------------------------------------|--------------------------------------------|------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------|
| Los móviles<br>Las televisiones<br>Los videojuegos<br>Los ordenadores<br>Los portátiles | viejos / as<br>antiguos / as<br>originales | eran | grandes,<br>enormes,<br>pequeños / as,<br>pesados / as,<br>aburridos / as,<br>sencillos / as,<br>básicos / as, | pero los / las nuevos / as<br>son más / muy | grandes.<br>pequeños / as.<br>complicados / as.<br>avanzados / as.<br>realistas.<br>ligeros / as.* |
|-----------------------------------------------------------------------------------------|--------------------------------------------|------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------|

\*ligero – light

**7**  **Translate these sentences into Spanish.**

- The new videogames are very realistic.
- The first laptops were very heavy.
- The mobiles of today have a touch screen.
- The first televisions were very small.
- Mobiles have changed a lot in the last ten years.



## Pronunciación



### rr

The double 'r' sound in Spanish is a very strong, rolled 'r'. It is just as strong when written as a single 'r' at the start of a word and after the letters 'l', 'n' and 's'. This can take a lot of practice! Here is a nonsense tongue-twister to practise:

*El perro de San Roque no tiene rabo porque Ramón Rodríguez se lo ha robado.*





# 8.1H Lo bueno y lo malo de las redes sociales

- OBJECTIVES**
- The advantages and disadvantages of social media
  - Irregular past participles
  - The rules of stress and accents

## 1 Read this text about social media and answer the questions.

Las redes sociales están aquí para quedarse. Hoy día es raro encontrar a una persona que no tenga un **perfil** en al menos una de las plataformas más conocidas. ¿Por qué son tan populares? Pues, para empezar, permiten conectarnos con personas de todo el mundo y mantener el contacto con antiguos amigos, aunque estén a miles de kilómetros de distancia. También pueden ayudar con aspectos tan importantes como los negocios, o incluso el amor. Las redes sociales te permiten conocer opiniones diferentes ya que **cualquier** persona puede convertirse en un *influencer* y comunicar sus opiniones al resto del mundo. Otros beneficios de las redes sociales son que puedes hacer nuevas amistades y conocer a personas con intereses comunes. Además, las plataformas ofrecen numerosas maneras de divertirse como juegos, vídeos y música.



el perfil      profile  
cualquier      any

- Does the text show (A) the positive side of social media, (B) the negative side or (C) both positive and negative sides?
- Translate the first sentence of the text into English.
- According to the text, what is a rare find?
- In what ways has long-distance communication improved, according to the text?
- What two other aspects are helped along by social media?
- How do social media allow you to learn about different opinions?
- What two other benefits are mentioned?
- What types of entertainment are offered by the various platforms?

## 2 Listen to four people (1–4) expressing their concerns about social media. Match each speaker to the correct summary.

|          |                          |
|----------|--------------------------|
| <b>a</b> | a worrying addiction     |
| <b>b</b> | decline of other hobbies |
| <b>c</b> | distorted view of life   |

|          |                      |
|----------|----------------------|
| <b>d</b> | frauds and scams     |
| <b>e</b> | increasing isolation |
| <b>f</b> | spreading hate       |

## 3 Listen again and answer the questions.

- How does the woman describe social media when people start using them?
- Why does the girl think social media affect your mood?
- What did the boy try to buy? What happened?
- What does the second boy hate? Why can't he forgive these actions?



## Los verbos



### Irregular past participles

Here are some more common irregular past participles.

|                 |              |                 |            |                      |                           |
|-----------------|--------------|-----------------|------------|----------------------|---------------------------|
| <i>cubrir</i>   | to cover     | <i>cubierto</i> | covered    | <i>he cubierto</i>   | I have covered            |
| <i>decir</i>    | to say, tell | <i>dicho</i>    | said, told | <i>has dicho</i>     | you have said / told      |
| <i>escribir</i> | to write     | <i>escrito</i>  | written    | <i>ha escrito</i>    | he / she / it has written |
| <i>hacer</i>    | to do, make  | <i>hecho</i>    | done, made | <i>hemos hecho</i>   | we have done, made        |
| <i>poner</i>    | to put       | <i>puesto</i>   | put        | <i>habéis puesto</i> | you have put              |
| <i>ver</i>      | to see       | <i>visto</i>    | seen       | <i>han visto</i>     | they have seen            |
| <i>volver</i>   | to return    | <i>vuelto</i>   | returned   | <i>he vuelto</i>     | I have returned           |

Note that, unlike in English, the two parts of the verb are always together; no word goes between the two parts.

Examples:

**No** *he visto la película.* – I have **not** seen the film.

**Solo** *he visto la película una vez.* – I have **only** seen the film once.

#### 4 Complete the sentences with the correct perfect tense form of the verbs in brackets.

- Mis compañeros y yo \_\_\_ (*escribir*) un informe sobre las redes sociales.
- Ellos \_\_\_ (*poner*) los resultados en la página web del colegio.
- Yo \_\_\_ (*hacer*) un estudio sobre el uso de YouTube entre los jóvenes.
- Mi profesora \_\_\_ (*ver*) el efecto de las redes sociales en los niños.
- ¿Le \_\_\_ (*decir, tú*) a tu madre que has perdido tu móvil?
- El personaje de Sonic \_\_\_ (*volver*) en otro videojuego de la famosa serie.
- ¿\_\_\_ (*subir, vosotros*) las fotos de las vacaciones a Instagram?

#### 5 Read the 'The rules of stress and accents' box. Underline the stressed syllable in the following words.

- |             |              |
|-------------|--------------|
| a palabra   | f animal     |
| b recordar  | g programa   |
| c seguridad | h imagen     |
| d español   | i levantarse |
| e derechos  | j diferente  |

#### 6 Read the rules again. Work with a partner to say these words out loud, ensuring that you stress each word in the correct place.

- |             |               |
|-------------|---------------|
| a política  | f oportunidad |
| b corazón   | g capital     |
| c educación | h policía     |
| d artículo  | i árbol       |
| e práctico  | j carácter    |

### Pronunciación



#### The rules of stress and accents

- Words that end in a vowel (a, e, i, o, u), an 'n' or an 's' are stressed on the last but one syllable.

Examples:

*trabajo* > tra-**ba**-jo, *practican* >

prac-**ti**-can, *amigos* > a-**mi**-gos

- Words that end in any other consonant are stressed on the last syllable.

Examples:

*compartir* > com-par-**tir**, *principal* > prin-ci-**pal**,

*dificultad* > di-fi-cul-**tad**

If a word has an accent on, it means that it does not follow the rule above and that you should stress it on the accented vowel.

Examples: *sábado*, *jóvenes*, *matemáticas*.

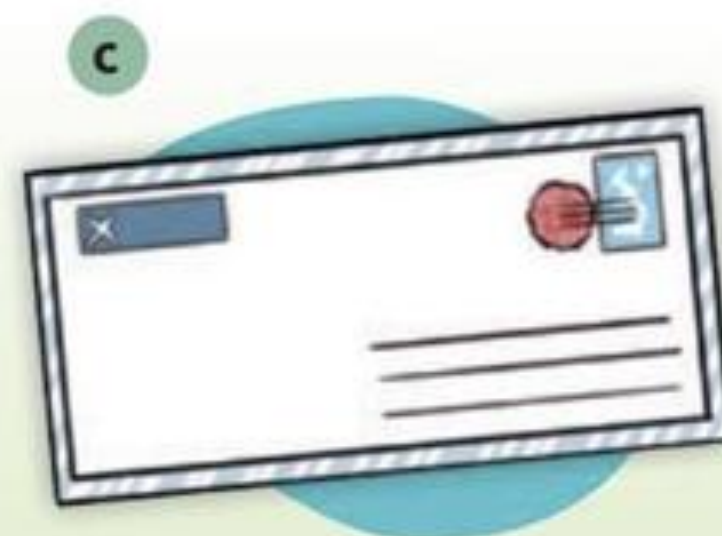
Question words have accents (*¿dónde?*, *¿cómo?*) and some words have accents to differentiate them from otherwise identical words: *te* (you), *té* (tea).



## 8.2F ¿Cómo usas tu móvil?

- OBJECTIVES**
- Mobiles and their apps
  - Pronunciation *h*
  - Revising object pronouns

1  What can a mobile phone do? Read the descriptions and match to the correct picture.



auriculares headphones

- 1 Los últimos móviles tienen unas cámaras excelentes y hacen fotos increíbles. También puedes cambiar el color de la foto o quitar alguna cosa de la foto que no te gusta.
- 2 El móvil te permite escuchar música o programas sobre las cosas que te interesan. Si te pones **auriculares**, el ruido no molesta a otras personas.
- 3 En los móviles puedes encontrar miles de juegos diferentes. Puedes jugar tú solo, pero la tecnología también te permite jugar con otras personas.
- 4 Nunca más necesitarás llevar una calculadora a todas partes porque tu móvil tiene una calculadora como una de sus funciones básicas. ¡Muy útil en tus clases de matemáticas!
- 5 Aunque el móvil tiene una pantalla pequeña, puedes bajar y ver programas de televisión y películas en él. Perfecto cuando tienes un viaje largo y aburrido.
- 6 Con tu móvil, puedes mantenerte en contacto con amigos y familia que viven cerca de tu casa o que viven lejos en otros países. Puedes llamar, mandar mensajes o enviar correos electrónicos.

2  Read the texts again and answer the questions.

- a What do the latest phones allow you to do with a photo? Mention **two** things.
- b What is the benefit of using headphones?
- c What does technology allow you to do with games on your mobile?
- d What basic function is installed on your mobile, according to the text?
- e According to the text, when might you find it useful to watch a film on your phone?
- f According to the text, in what three ways can you keep in touch with family and friends on your mobile?



- 3  Listen to six people (1–6) describing different apps. What does each app do? Write the correct letter for each app.

|   |                        |
|---|------------------------|
| A | compares flight prices |
| B | creates schedules      |
| C | finds lost phones      |
| D | identifies bird song   |

|   |                            |
|---|----------------------------|
| E | identifies pieces of music |
| F | locates restaurants        |
| G | monitors sleep patterns    |
| H | provides road news         |

- 4  Write each sentence and fill in the gaps with the correct object pronouns.

- Esta app es muy útil; \_\_\_ uso todos los días.
- Mi móvil no funciona; \_\_\_ rompí esta mañana.
- Mi amigo vive en México; \_\_\_ mando mensajes cada semana.
- Mi prima está de vacaciones; \_\_\_ mandé esta foto ayer.
- Estas canciones son mis favoritas; \_\_\_ escucho mucho.
- No sé dónde están mis auriculares. \_\_\_ perdí la semana pasada.
- Dormía profundamente cuando el ruido de mi móvil \_\_\_ despertó.
- Si tú pagas el hotel, \_\_\_ mandaré el dinero hoy.
- Mis amigos quieren llamarme; \_\_\_ voy a mandar mi nuevo número.
- Tengo un lector electrónico; \_\_\_ uso para leer durante viajes largos.

- 5  Translate these sentences into Spanish. Remember to look out for object pronouns (found after the verb in English).

- I have a new mobile. I use it all the time.
- I like this app. It is very useful.
- My mobile has a great camera. It takes excellent photos.
- Pedro's laptop does not work; he broke it yesterday.
- I love these songs; I downloaded them on Saturday.

- 6  Work with a partner. Read the passage out loud to each other. Let your partner know if there any sounds that they can improve on.

En los institutos españoles está prohibido usar móviles. Cuando los jóvenes están en clase, hacen actividades en el ordenador y usan diccionarios digitales. Pueden buscar información en páginas educativas en Internet, pero no está permitido jugar.

## Pronunciación



### h

The letter 'h' is not pronounced unless it is combined with 'c' to make 'ch' as in *mucho*.

At the beginning of the word, 'h' is silent; for example, in *horario*, *hotel*, *hijos*, *hablar*.

If it is in the middle of the word, as in *ahora*, pronounce the 'a' then the 'o' one after the other as if the 'h' were not there. Other examples are: *prohibir*, *ahorrar*, *enhorabuena*.

## Gramática



### Revising object pronouns

These are the main object pronouns. They usually go before the verb in Spanish.

|                  |            |              |            |
|------------------|------------|--------------|------------|
| me               | <i>me</i>  | you (pl.)    | <i>os</i>  |
| you (sing.)      | <i>te</i>  | them (masc.) | <i>los</i> |
| him / it (masc.) | <i>lo</i>  | them (fem.)  | <i>las</i> |
| her / it (fem.)  | <i>la</i>  | to him / her | <i>le</i>  |
| us               | <i>nos</i> | to them      | <i>les</i> |

## Cultura



A Colombian computer engineer called Daniel Rodríguez is responsible for adapting the game Wordle for Spanish speakers. He did it over a period of two afternoons, inputting hundreds of words so that fans could play this word-guessing game in Spanish on their mobiles, tablets or computers.



## 8.2H La tecnología del futuro

### OBJECTIVES

- Technology of the future
- The present subjunctive after certain verbs

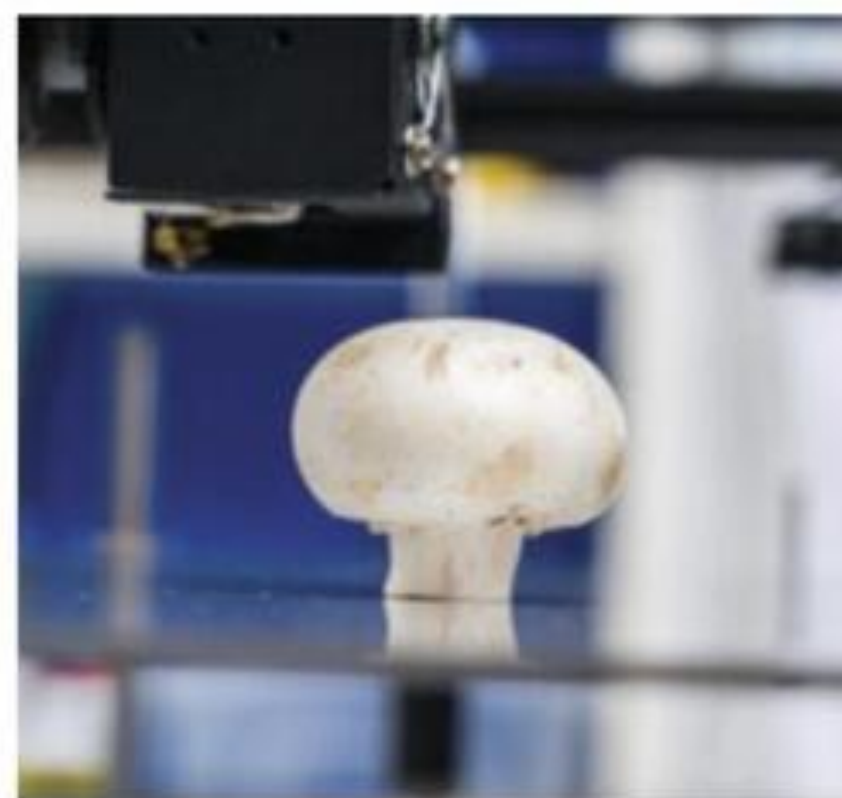
- The present subjunctive after *para que* and *cuando*

### 1 Read the text and answer the questions.

¿Te gustaría tomar una pizza? En el futuro, cuando seas mayor, si tus hijos tienen hambre, podrías producir una pizza en una **impresora 3D**. Actualmente, los científicos están experimentando con impresoras 3D que se pueden usar en el espacio. Aquí en la Tierra, ya existen las impresoras 3D, pero son muy caras y no pueden producir una gran variedad de comidas. Sin embargo, un día se verán en todas las cocinas.

También en la cocina, la **nevera** del futuro notará cuando te hace falta algo, como leche o huevos. La nevera será capaz de pedir el producto y añadirlo a tu lista de la compra. Esta tecnología existe ya y continúa mejorando. Un día, será tan común que todas las casas la tendrán.

En el cuarto de baño, tendrás un **cepillo de dientes** inteligente. Este dispositivo te ayudará a limpiarte bien los dientes y durante el tiempo adecuado. Además, será capaz de observar tu salud dental, identificar problemas y mandar la información a tu dentista.



la impresora

printer

la nevera

fridge

el cepillo de dientes

toothbrush

- What might produce your food for you in the future?
- What are scientists currently experimenting with?
- What are the issues with the current form of this technology?
- What will the fridge of the future be able to do? Mention **two** things.
- What stage of development is this technology at?
- How will a smart toothbrush help your brushing technique?
- What will the smart toothbrush of the future do?

### 2 Translate these sentences into Spanish.

- I hope to go to the castle when I go on holiday.
- You must download this app so that you have the correct information.
- She cannot use the computer when she does her exams in summer.
- If you have a mobile, you can call your parents when it is necessary.
- We can watch the film when you come to my house on Saturday.

### Los verbos

#### The present subjunctive after *para que* and *cuando*

After *para que* (so that) and *cuando* (when), if the action that follows has not yet happened, a tense called the present subjunctive is used. You need to know this tense in the singular for the verbs *hacer*, *ser*, *tener*, *ir* and *venir*. This is the present subjunctive for those verbs:

|           | <i>hacer</i> | <i>ser</i>  | <i>tener</i>  | <i>ir</i>    | <i>venir</i>  |
|-----------|--------------|-------------|---------------|--------------|---------------|
| yo        | <i>haga</i>  | <i>sea</i>  | <i>tenga</i>  | <i>vaya</i>  | <i>venga</i>  |
| tú        | <i>hagas</i> | <i>seas</i> | <i>tengas</i> | <i>vayas</i> | <i>vengas</i> |
| él / ella | <i>haga</i>  | <i>sea</i>  | <i>tenga</i>  | <i>vaya</i>  | <i>venga</i>  |

When translated into English, it will sound like the ordinary present tense.

*Te daré el libro **cuando vengas** a mi casa.* – I will give you the book **when you come** to my house.



- 3 Look at the photo. Work with a partner to ask and answer the questions below.

| Student A                                         | Student B                                          |
|---------------------------------------------------|----------------------------------------------------|
| ¿Dónde está la familia?                           | ¿Qué comida están tomando estas personas?          |
| ¿Qué hace la madre?                               | ¿Qué hace el niño?                                 |
| ¿Piensas que la familia está contenta? ¿Por qué?  | ¿Cómo se siente la madre? ¿Por qué?                |
| ¿Cuándo usas tú el móvil?                         | ¿Prefieres un móvil o un portátil?                 |
| ¿Piensas que los jóvenes usan el móvil demasiado? | ¿Por qué?                                          |
|                                                   | ¿Piensas que la tecnología es peligrosa? ¿Por qué? |



- 4 Translate these sentences into English.

- Mi padre quiere que yo haga la cena.
- Voy a pedir a Pablo que venga al baile conmigo.
- Mi madre siempre me dice que sea más responsable.
- Quiero que tengas un día tranquilo y relajado.
- No tenemos pan; pediré a Dani que vaya al supermercado.

- 5 Translate these sentences into Spanish, using the previous sentences and the verb box for guidance.

- I want you to come to the cinema on Friday.
- He will ask Ángela to do the exam next week.
- My parents want me to be a doctor.
- I will tell Ana to go to the market.
- He wants me to have the party in my house.

### Los verbos



#### The present subjunctive after certain verbs

The subjunctive is also used after wishing, wanting, asking, telling, etc. when one person is trying to get someone else to do something. Note how in Spanish, the word *que* is always used.

I want you to make a sandwich. (= I want that you make a sandwich.)

*Quiero que **hagas** un bocadillo.*

I will ask him to come at six (= I will ask that he comes at six.)

*Le pediré que **venga** a las seis.*

### ¡Atención!



After the verb *ser*, leave out the article when talking about professions.

*Soy dentista.* – I'm a dentist.

*¿Eres abogado?* – Are you a lawyer?

- 6 Listen to five people (1–5) talking about inventions they would like to see in the future. Answer the questions in English.

- What does Martín like doing especially? Give details.
  - What invention would he like to see?
- What does Julia say about movement?
  - What would Julia like to invent?
- What sci-fi invention does Mateo want to create?
  - Why does he think it would be useful?
- What would Paula like to invent?
  - How would it work?
- Why does Leo want to help his grandfather?
  - What would the gadget do?
  - Why might the gadget help Leo's grandfather's health?



# 9.1F Mi pueblo y mi ciudad

## OBJECTIVES

- Places in town
- Talking about the weather
- Adverbs of place
- Pronunciation *tu*

- 1 Look at where the places are on the town plan. Complete the sentences with the words below. You do not need to use all the words.

banco bosque campos castillo cine fábricas  
hotel iglesia mercado mezquita montañas  
museo parque playa puerto tiendas



- a Al oeste de la biblioteca hay unas \_\_\_\_.
- b En el norte del pueblo hay unos \_\_\_\_ con frutas y verduras.
- c Al este del castillo hay una zona de \_\_\_\_.
- d El mercado está al lado de las \_\_\_\_.
- e El hospital está entre la \_\_\_\_ y el \_\_\_\_.
- f Al este de la biblioteca hay un \_\_\_\_ infantil.
- g Al norte de las montañas hay una zona de \_\_\_\_.
- h El castillo está detrás del \_\_\_\_.
- i El banco está entre el \_\_\_\_ y la \_\_\_\_.
- j Al lado del mar está la \_\_\_\_ y el \_\_\_\_ para los barcos.
- 2 Look back at the town plan. Write out these sentences and complete them with the correct adverb.
- a El hospital está \_\_\_\_ de la iglesia.
- b El castillo está \_\_\_\_ los campos y el bosque.
- c El cine está \_\_\_\_ del parque.
- d El puerto está \_\_\_\_ de las fábricas.
- e La playa no está muy \_\_\_\_ del castillo.
- f Hay nieve \_\_\_\_ de las montañas.

## Gramática



### Adverbs of place

When talking about where things are in the home or in town, you will need these expressions:

|                              |                                 |
|------------------------------|---------------------------------|
| <i>lejos de</i> – far from   | <i>cerca de</i> – near to       |
| <i>detrás de</i> – behind    | <i>entre</i> – between          |
| <i>encima de</i> – on top of | <i>delante de</i> – in front of |
| <i>al lado de</i> – next to  |                                 |



- 3 Listen to six people (1–6) talking about their town. Complete the table by choosing the correct letter for what facility they have in town and the letter for what they do not have.

|   | ✓ | ✗ |
|---|---|---|
| 1 |   |   |
| 2 |   |   |
| 3 |   |   |
| 4 |   |   |
| 5 |   |   |
| 6 |   |   |

|   |              |
|---|--------------|
| A | toilets      |
| B | hotels       |
| C | green spaces |
| D | bridge       |
| E | airport      |
| F | industry     |
| G | offices      |

|   |                 |
|---|-----------------|
| H | restaurants     |
| I | theme park      |
| J | shopping centre |
| K | market          |
| L | beach           |
| M | swimming pool   |
| N | bullring        |

- 4 Translate these sentences into English.

- El clima en el sur es muy agradable durante el invierno.
- En verano las temperaturas subieron hasta más de cuarenta grados.
- Iremos a las tiendas esta tarde porque ahora está lloviendo.
- Es bastante común tener lluvia durante la Semana Santa.
- Hace sol hoy, pero hace bastante viento al lado del río.
- No me gustan los inviernos de mi país; siempre tenemos cielos grises y llueve todo el tiempo.
- Cuando nieva en el norte, hay bastante nieve para hacer deportes de invierno.

- 5 Work with a partner and take turns. Use the town plan in activity 1. Choose a place and tell your partner where it is. You can use the adverbs of place and / or the points of the compass. Your partner must tell you which place you have chosen.

Person 1: *Este sitio está al este del castillo.*

Person 2: *Es el bosque.*

- 6 Write an article about where you live (approximately 90 words in Spanish).

Mention:

- what there is in your town
- what you did in town with your friends last weekend
- what else you would like to have in your town.

*Example: En mi pueblo / ciudad hay... El fin de semana pasado fui al / a la... con mis amigos. En mi pueblo / ciudad, me gustaría tener...*

## Pronunciación



**tu**

Notice the way *turistas* was pronounced in the recording. The sound 'tu' is very pure in Spanish, nothing like the 'choo' sound in 'institute' and 'natural'. Practise the sound in these Spanish words:

*instituto, situación, cultura, actual, temperatura*

## Gramática



### Talking about the weather

These are the words and phrases you will need to talk about the weather.

| ¿Qué tiempo hace?       | What is the weather like? |
|-------------------------|---------------------------|
| <i>hace frío</i>        | it is cold                |
| <i>hace fresco</i>      | it is cool                |
| <i>hace viento</i>      | it is windy               |
| <i>hace calor</i>       | it is hot                 |
| <i>hace sol</i>         | it is sunny               |
| <i>hace buen tiempo</i> | it is good weather        |
| <i>hace mal tiempo</i>  | it is bad weather         |

|                       |               |
|-----------------------|---------------|
| <i>llueve</i>         | it rains      |
| <i>está lloviendo</i> | it is raining |
| <i>la lluvia</i>      | the rain      |
| <i>nieva</i>          | it snows      |
| <i>está nevando</i>   | it is snowing |
| <i>la nieve</i>       | the snow      |
| <i>el clima</i>       | the climate   |
| <i>la temperatura</i> | temperature   |
| <i>el grado</i>       | degree        |

## Cultura



Almost all Spanish towns have a *Plaza Mayor*, the main square, which began to be a feature towards the end of the Middle Ages. Across the country there are a range of different styles, but most are rectangular with semi-circular arches. They are a great place to start exploring a town, to meet up with friends, eat or stop for coffee.





# 9.1H Lo bueno y lo malo de mi región

## OBJECTIVES

- Describing your area
- Using *desde hace*
- *lo que; el que, la que, los que, las que*

- 1 Read Álvaro's account of the city of Bilbao, where he lives, and write the correct letters from the grid according to what he mentions.

|   |                          |
|---|--------------------------|
| A | beach                    |
| B | crime                    |
| C | entertainment facilities |
| D | historic area            |
| E | industry                 |
| F | outskirts                |
| G | port                     |
| H | shopping                 |
| I | sports facilities        |
| J | tourism                  |
| K | transport                |
| L | unemployment             |



Bilbao, la ciudad donde vivo, es grande y animada. A mí me gusta mucho vivir aquí, pero es cierto que tiene aspectos positivos y negativos. Está bien conectada con otros sitios porque hay un buen sistema de trenes y autobuses que van a las ciudades y pueblos de la región. También hay mucho que hacer; tenemos cines, un centro deportivo, un teatro, el estadio de fútbol y varios parques infantiles. El barrio antiguo tiene muchos edificios históricos como la catedral y la plaza mayor. Además, la arquitectura de las casas en las calles antiguas es fascinante. El museo moderno es el sitio de mayor interés para los turistas desde hace casi treinta años, cuando se construyó al lado del río. Antiguamente, había zonas pobres en las afueras, con mucho paro y casas en muy mal estado. Estos barrios eran feos, estaban sucios y había un alto nivel de delincuencia. Sin embargo, en los últimos años, se ha gastado mucho dinero en mejorar estas zonas y han conseguido hacerlas sitios agradables para vivir.

- 2 Read the text again and answer the questions.

- What does Álvaro mean when he says the town is 'well-connected'?
- What sporting facilities does he mention?
- What is worth seeing in the old streets?
- Where was the museum built?
- How long has it been attracting tourists?
- Where was the poorer area?
- How does Álvaro describe that area. Mention **five** things.
- What has happened to these areas recently?

- 3 Listen to four people (1–4) talking about where they live and answer the questions.

- What does Carlos think there is a shortage of?
  - Why does he want to have more parks built?
- What are the tourists doing in Paula's town?
  - Why is this causing a problem?
- What has happened as a result of the improvements to the roads?
  - What is the positive effect of this?
- How long has Manolo lived in the town?
  - What three things does he say about the underground train network?



4  Translate these sentences into English.

- a Conozco a Marcos desde hace cinco años.
- b La mezquita está en este sitio desde hace quinientos años.
- c Hay un pueblo aquí desde hace muchos siglos.
- d El señor Rodríguez dirige la empresa desde hace varios meses.
- e El ayuntamiento mantiene los parques desde hace muchos años.
- f Dani trabaja en el centro deportivo desde hace seis semanas.
- g Esta torre está aquí desde el siglo dieciséis.
- h Hay un puente sobre el río desde la Edad Media.

5  Complete the sentences with the correct phrase: *lo que*, *el que*, *la que*, *los que* or *las que*.

- a Fui a ver dos pisos. \_\_\_\_ (*The one that*) tiene dos dormitorios es demasiado pequeño.
- b \_\_\_\_ (*What*) necesitan hacer es construir más casas en las afueras.
- c Vimos dos películas la semana pasada. \_\_\_\_ (*The one that*) me gustó más fue la mexicana.
- d De todas las regiones de España, \_\_\_\_ (*the ones that*) reciben más lluvia están en el noroeste.
- e El ayuntamiento permitió la construcción de una fábrica, \_\_\_\_ (*which*) molestó a los vecinos del barrio.
- f Probamos varios platos y \_\_\_\_ (*the ones that*) preferíamos eran vegetarianos.

6  Work with a partner and ask and answer these questions. Remember to always expand your answers as much as you can.

- a ¿Adónde vas con tus amigos cuando sales? (centro comercial / cine / ciudad / centro de deportes, etc.)
- b ¿Qué espacios verdes hay en tu región? (parques / jardines / mucho campo, etc.)
- c ¿Qué pueden hacer los turistas en tu región? (ver los sitios históricos / ir a la costa / visitar..., etc.)
- d ¿Cómo es el clima de tu región? (llueve mucho / muchas nubes / hace viento, etc.)
- e ¿Hay un buen sistema de transporte en tu ciudad o pueblo? (trenes / autobuses)
- f ¿Piensas que es mejor vivir en el campo o en la ciudad? ¿Por qué? (El campo es mejor si... pero la ciudad es ideal si...)
- g ¿Dónde te gustaría más vivir? ¿Por qué? (Me encantaría vivir en otro país / en el campo... porque...)

## Gramática

Using *desde hace*

The phrase *desde hace* appears both in the text and in the recording. Individually, *desde* means 'since' and *hace* means 'ago'. Together, they translate as 'for' in sentences like these:

*Vivo en Barcelona desde hace dos años.*

– I have lived in Barcelona **for** two years.

*Trabaja en el museo desde hace tres meses.*

– He has been working at the museum **for** three months.

Notice how, in Spanish, the ordinary present tense is used (*vivo, trabaja*) where in English, we say 'has / have ....-ed' or 'has / have been ....-ing'. This is because the action is still taking place in the present time.

## Gramática

*lo que; el que, la que, los que, las que*

*Lo que* has two meanings. It can mean 'what', in cases where it is not a question.

*Eso es lo que voy a hacer.* – That is **what** I am going to do.

It can also mean 'which', when referring back to a whole clause and not just a noun.

*La fábrica contaminó el río, lo que enojó a los vecinos.* – The factory polluted the river, **which** annoyed the locals.

*El que, la que, los que, las que* mean 'the one that' or 'the ones that'. They agree with the noun that they are referring to.

*Hay dos catedrales. La que está en la plaza es la más antigua.* – There are two cathedrals.

**The one that** is in the square is the oldest.

*La casa tiene cuatro dormitorios. Los que están en el primer piso tienen vistas al mar.* – The house has four bedrooms. **The ones that** are on the first floor have sea views.



## 9.2F El medio ambiente y yo

- OBJECTIVES**
- Helping the environment
  - The imperative
  - The preterite (first person singular)
  - Pronunciation v

- 1 Read this article and match the categories from the table to each piece of advice.

### Aquí tienes una lista de cosas que podrías hacer:

- 1 Separar la basura y ponerla en los **contenedores** correctos.
- 2 Bajar la **calefacción** un poco en cada habitación, reduciendo la temperatura un grado.
- 3 Ponerte más ropa si tienes frío, sin subir la calefacción.
- 4 Evitar dejar correr el agua cuando no la usas.
- 5 Llevar la ropa usada a una tienda de ropa de segunda mano.
- 6 Recoger el agua de la lluvia para regar las plantas del jardín.
- 7 Participar en proyectos de tu barrio, como recoger basura o plantar árboles.
- 8 Apagar las luces de las habitaciones donde no haya nadie.
- 9 Dejar comida en el jardín para los pájaros durante el invierno.
- 10 Ir a pie o en bicicleta al colegio en lugar de ir en coche.
- 11 Empezar un club en tu instituto y compartir ideas sobre proyectos que hacer en el colegio.



Un grupo de jóvenes voluntarios plantando un árbol.

el contenedor container, bin  
la calefacción heating

#### Categories

|   |                     |
|---|---------------------|
| a | caring for wildlife |
| b | keeping warm        |
| c | recycling           |
| d | saving energy       |
| e | saving water        |
| f | working with others |

#### Cultura



All areas of Spain suffer periods of drought from time to time, but climate change has made the situation worse. Research shows that Spain is suffering the driest climate for 1,200 years. The millions of tourists that go to Spain every year use water without realising what a precious resource it is.

- 2 Read the text again. What suggestions are given about the following?

- |              |               |                      |
|--------------|---------------|----------------------|
| a tap water  | d old clothes | f local volunteering |
| b rain water | e transport   | g feeling cold       |
| c birds      |               |                      |

- 3 Listen to four students (1–4) reporting on the environmental projects that the student committee organised this year.

- 1 a In autumn, where did they plant trees?  
b What two reasons does she give for the planting?
- 2 a In winter, what did the students collect?  
b What does the supermarket plan to do?
- 3 a In spring, what did the committee organise?  
b Why was this possible?
- 4 a In summer, what competition did they organise?  
b What will happen to the winning design?

#### Pronunciación



**v**  
The sound made by the letter 'v' at the beginning of a word is very strong, like a 'b'. You heard *verano* in the recording. Practise saying these words in Spanish:

*verano, voy, vamos, viernes, viaje, vender, vale, visitar*



#### 4 Translate these sentences into English.

- Pon las flores en la mesa.
- Protege las plantas jóvenes del sol.
- Recicla las botellas de plástico.
- Respetar a los animales y a los pájaros.
- Ahorra energía en cada habitación.
- Usa menos agua cuando te limpias los dientes.
- Haz un anuncio para el concurso.
- Ven aquí y ayúdame a plantar este árbol.

#### 5 Look back to activity 1 where all the advice was given in the infinitive. Turn the verbs into commands.

- Separar la basura y ponerla en los contenedores correctos.  
*Example: Separa la basura y ponla en los contenedores correctos.*

#### 6 Look back at the list of advice in activity 1. Use the ideas there to answer these questions about last week.

- ¿Qué hiciste para proteger el medio ambiente? (separated rubbish)
- ¿Cómo ahorraste energía? (turned down heating in each room)
- ¿Cómo ahorraste agua? (did not let water run)
- ¿Qué hiciste con la ropa usada? (took old clothes to second-hand shop)
- ¿Cómo ahorraste agua? (saved rainwater for plants in garden)
- ¿Cómo ahorraste energía? (turned off lights at home)
- ¿Cómo ayudaste a la naturaleza? (left food in the garden for the birds)
- ¿Qué más hiciste? (started a club at school to share ideas)

#### 7 Work with a partner to talk about what you are going to do in the future to help the environment. Use **Voy a + infinitive** or **No voy a + infinitive** and see if you can use these verbs.

*Example: En el futuro voy a respetar la naturaleza.  
No voy a tirar basura en el campo.*

|          |                       |          |            |          |             |
|----------|-----------------------|----------|------------|----------|-------------|
| recoger  | to pick up, collect   | reciclar | to recycle | encender | to turn on  |
| apagar   | to turn off, turn out | proteger | to protect | limpiar  | to clean    |
| respetar | to respect            | usar     | to use     | ahorrar  | to save     |
| tirar    | to throw, throw away  | plantar  | to plant   | separar  | to separate |

### Los verbos



#### The imperative

When giving advice or instructions, the imperative is often used. In Spanish the regular verbs follow this pattern when you are speaking to one person.

| Infinitive | Ending | Example              | English              |
|------------|--------|----------------------|----------------------|
| -ar        | -a     | Apaga la luz.        | Turn off the light.  |
| -er        | -e     | Recoge la basura.    | Pick up the rubbish. |
| -ir        | -e     | Conduce con cuidado. | Drive with care.     |

If a verb is radical changing, the change will also occur in this form of the imperative.

*Vuelve a casa pronto.* – Come home soon.

Object pronouns go on the end of these commands.

*Ponte las gafas de sol.* – Put on your sunglasses.

Common irregular verbs in the imperative include:

|                     |                |                  |
|---------------------|----------------|------------------|
| haz – make, do      | di – tell, say | ten – have, take |
| pon – put           | ven – come     | ve – go          |
| sal – go out, leave | sé – be        |                  |

### Los verbos



#### The preterite (first person singular)

To talk about something you did in the past, the preterite is the most used tense.

To put -ar verbs into the first person singular preterite, remove the -ar and add -é.

Be careful with:

- infinitives that end in -gar: in the first person singular these will become -gué. (*cargar* > *cargué* – to carry)
- infinitives that end in -zar: in the first person singular these will become -cé. (*caza* > *cacé* – to hunt)
- infinitives that end in -car: in the first person singular these will become -qué. (*aparcar* > *aparqué* – to park)



## 9.2H Protegiendo el planeta

**OBJECTIVES**

- Global environmental issues
- *acabar de* + infinitive

- The imperative (2<sup>nd</sup> person plural)

- 1  Read about the work of these different environmental campaigns. Write one short sentence to summarise the aim of each campaign.

**RespiraVida** fue creada como consecuencia de las cifras de un informe sobre el impacto de la contaminación del aire en la vida de las personas. El efecto era especialmente grave en las ciudades más **pobladas** del mundo. La campaña pide a los gobiernos que tomen medidas para bajar la contaminación del aire. También pide a los ciudadanos que usen el transporte público en vez del coche propio, o la bicicleta, si las distancias no son muy largas.

**Menoscarne** recomienda reducir el consumo de carne. Según esta organización, ninguna acción destinada a resolver los problemas del medio ambiente será efectiva si no comenzamos a cambiar el consumo de carne por el de otros alimentos. La **ganadería** es responsable de una gran parte de los gases que contribuyen al **efecto invernadero**, además de la contaminación de las aguas y la destrucción de los bosques.

**Vivan las abejas** busca concienciar del peligro que corren las abejas. Las abejas son una de las especies más importantes para el planeta porque gran parte de los cultivos de la Tierra dependen de ellas. Todos los años hay un concurso de dibujo infantil y la imagen que gana se usa en los anuncios de la campaña del año

- 2  Read the text again and answer the questions.

- Where did the figures that inspired the setting up of *RespiraVida* come from?
- Where is the impact especially serious?
- What does the campaign aim to do?
- According to *Menoscarne*, why is its work so essential for the planet?
- What is the main reason we should reduce the amount of cattle farming?
- Why are bees so important for the planet?
- What type of competition does the campaign organise?

- 3  Listen to these news reports and decide which of the following statements are correct.

Write **A** if only statement A is correct

**B** if only statement B is correct

**A+B** if both statements A and B are correct.

- |          |                                         |
|----------|-----------------------------------------|
| <b>A</b> | There has been heavy rain in the north. |
| <b>B</b> | The rain is likely to continue all day. |
- |          |                                                 |
|----------|-------------------------------------------------|
| <b>A</b> | Building works have destroyed natural habitat.  |
| <b>B</b> | The green areas are home to threatened species. |
- |          |                                                  |
|----------|--------------------------------------------------|
| <b>A</b> | A chemical plant is being inspected.             |
| <b>B</b> | Locals have just noticed the smell of the fumes. |
- |          |                                                         |
|----------|---------------------------------------------------------|
| <b>A</b> | More electric car charging points are announced.        |
| <b>B</b> | A shortage of charging points is causing lack of sales. |
- |          |                                                                  |
|----------|------------------------------------------------------------------|
| <b>A</b> | The initiative focuses on light pollution.                       |
| <b>B</b> | It will encourage us to appreciate the wonders of the night sky. |

poblado

la ganadería

el efecto invernadero

la abeja

populated

cattle farming

greenhouse effect

bee



**4**  Translate these sentences into Spanish, using the 2<sup>nd</sup> person plural form of the imperative.

- a Pick up the litter.
- b Turn out the lights.
- c Buy an electric car.
- d Reduce the fumes from the factory.
- e Clean the rivers.
- f Respect the green spaces.
- g Protect the trees.
- h Recycle paper.
- i Eat less meat.

**5**  Translate these sentences into Spanish.

- a He has just started the project.
- b I have just lit a fire.
- c You (sing.) have just turned out the lights.
- d I have just cleaned my bedroom.
- e They have just seen the litter.
- f She has just gone out to the park.
- g We have just arrived.
- h They have just closed the factory.

**6**  Work with a partner and take it in turns to describe what you see in the picture below.

**7**  You are writing an article (approximately 150 words in Spanish) for a Spanish website on the environment.

Mention:

- A local environmental problem that needs to be solved
- What other environmental changes you would like to see in the future.

## Los verbos



### The imperative (2<sup>nd</sup> person plural)

Here is how to give commands when talking to two or more people.

With *-ar* verbs, remove the *-ar* and add *-ad*.  
*Esperad*. – Wait.

With *-er* verbs, remove the *-er* and add *-ed*.  
*Comed las verduras*. – Eat the vegetables.

With *-ir* verbs, remove the *-ir* and add *-id*.  
*Venid aquí*. – Come here.

## Los verbos



### acabar de + infinitive

To say 'has / have just' done something, you need the verb *acabar de* + infinitive.

| acabar   |                   | Examples                                        |
|----------|-------------------|-------------------------------------------------|
| acabo    | + de + infinitive | acabo de llegar I have just arrived             |
| acabas   |                   | acabas de mandar you (sing.) have just sent     |
| acaba    |                   | acaba de ver he / she has just seen             |
| acabamos |                   | acabamos de comer we have just eaten            |
| acabáis  |                   | acabáis de recibir you (pl.) have just received |
| acaban   |                   | acaban de salir they have just gone out         |





## Aspectos del mundo hispánico

1  Look at the map. Read the descriptions and work out the names of countries A–L.

- **Brasil** es el país más grande de Sudamérica. Se habla portugués.
- **Chile** es el país muy, muy largo y delgado al oeste del continente.
- **México** es el país más al norte. Tiene frontera con Guatemala y Belice.
- **Argentina** es el segundo país más grande; está en el sur del continente.
- El país más pequeño entre Argentina y Brasil es **Uruguay**.
- El país bastante grande al noroeste, con frontera con Ecuador, es **Colombia**.
- Al este de Colombia se encuentra **Venezuela**.
- El país en el centro del continente, de color amarillo en el mapa, es **Bolivia**.
- El país en el oeste, con fronteras con Brasil y Bolivia, es **Perú**.
- El pequeño país ahí, entre Perú y Colombia, es **Ecuador**.
- El pequeño país en el centro, de color rosa, es **Paraguay**.
- La isla más grande del mar Caribe es **Cuba**.



2  Work with a partner. Each one reads the 4 facts in one of the columns and then tells the other what they have learned about Costa Rica.

| Student A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Student B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Es uno de los países más felices del mundo. En 1949 el gobierno abolió el ejército y empezó a gastar más en educación y salud.</li> <li>• Los costarriqueños tienen una alta expectativa de vida – más o menos ochenta años.</li> <li>• Costa Rica tiene enormes regiones de parques naturales, reservas y zonas ecológicas. El 25% del país es tierra protegida.</li> <li>• El 98% de la energía que se usa en Costa Rica viene de fuentes renovables.</li> </ul> | <ul style="list-style-type: none"> <li>• Es el país con más biodiversidad del mundo. Tiene más de 500.000 especies de animales, plantas, insectos y pájaros.</li> <li>• Costa Rica tiene unos cien volcanes; pero no te preocupes, solo cinco se clasifican como volcanes activos.</li> <li>• Los costarriqueños se despiertan cada mañana al son del himno nacional. Se oye cada día en la radio a las siete.</li> <li>• El turismo es muy importante para el país y ofrece muchas actividades al aire libre. Con 800 km de costa, hay un montón de playas también.</li> </ul> |

|                       |                        |
|-----------------------|------------------------|
| <i>abolir</i>         | to abolish, get rid of |
| <i>el ejército</i>    | army                   |
| <i>costarriqueño</i>  | Costa Rican            |
| <i>la expectativa</i> | expectancy             |
| <i>renovable</i>      | renewable              |

|                         |              |
|-------------------------|--------------|
| <i>la biodiversidad</i> | biodiversity |
| <i>el volcán</i>        | volcano      |
| <i>clasificar</i>       | to classify  |
| <i>el himno</i>         | hymn, anthem |



- 3 Find out about these three directors and answer these questions.

Three famous Mexican directors

- Which director won Oscars for *Gravity* (2013) and *Amélie* (2001)?
- Which director won Oscars for *Broken* (2014) and *The Inevitable* (2016)?
- Which director won an Oscar for *The Shape of Water* (2017)?
- Which film from 2006 did Guillermo del Toro write, produce and direct?
- Which director was in charge of a *Harry Potter* film?
- Which director was chosen to lead the panel of judges for the Cannes Film Festival 2018?



- 4 Put the topics in the grid (A-F) in the same order that they appear in the text.

## The Welsh community in Patagonia

En 1865 un grupo de más de 100 galeses salió en barco del puerto de Liverpool para empezar una nueva vida en la región de Patagonia, en el extremo sur de Argentina. El gobierno de Argentina les ofreció tierra para desarrollar una nueva comunidad donde podían conservar su lengua y su estilo de vida. Trabajaron mucho y al final lograron transformar la zona, creando campos para la agricultura. Hoy día, unos 5.000 habitantes todavía hablan galés y varios pueblos tienen nombres galés como Trelew, Bowen o Dolavon.

- |   |                          |
|---|--------------------------|
| A | geographical location    |
| B | permission to settle     |
| C | settling land            |
| D | survival of the language |
| E | turning the landscape    |
| F | the aim of the settlers  |



- 5 Listen to the descriptions and match each one to the correct soap opera.

| South American soap operas |                         |                                                                                                                       |
|----------------------------|-------------------------|-----------------------------------------------------------------------------------------------------------------------|
| A                          | Bella is a Colombian    | Plain but bright, the star of the show is undervalued and underappreciated by her colleagues.                         |
| B                          | Crisol Venezuelan       | 1980s study of love and scandal set in the glamorous world of a successful fashion house.                             |
| C                          | Desencuentro Mexican    | Girl loses boyfriend in tragedy and moves town, where she meets the love of her life.                                 |
| D                          | El mundo de Sara México | A ground-breaking series which moved away from the traditional portrayal of straight couples.                         |
| E                          | Rebelde Way Argentinian | The series explores the lives of a group of teenagers, with a passion for music, at a private school in Buenos Aires. |





## The conditional tense

### 1 Complete the sentences with the correct conditional form of the verbs in brackets.

- Para llegar antes de las doce, yo \_\_\_\_ (*salir*) ahora.
- De todos los países, el que más me \_\_\_\_ (*gustar*) visitar es México.
- Creo que \_\_\_\_ (*ser*) mejor hacer el viaje en tren.
- Los niños no \_\_\_\_ (*poder*) ir en autobús; es un viaje demasiado largo.
- Decidí que \_\_\_\_ (*poner, yo*) mis maletas en la habitación primero.
- ¿No dijiste que \_\_\_\_ (*hacer, tú*) la reserva hoy?
- Creo que \_\_\_\_ (*costar*) mucho pasar la noche en ese hotel.
- Pensé que \_\_\_\_ (*haber*) un café en la playa.
- No \_\_\_\_ (*valer*) la pena reservar dos habitaciones; podemos compartir una.
- Dijeron que \_\_\_\_ (*venir, ellos*) con nosotros para mostrarnos el camino.
- Creímos que la habitación \_\_\_\_ (*tener*) vistas al mar.
- Normalmente \_\_\_\_ (*ir, nosotros*) en coche, pero está roto en este momento.
- Yo no \_\_\_\_ (*saber*) cómo encontrar el camping; no me acuerdo de la dirección.
- Mis padres te \_\_\_\_ (*decir*) que me paso todo el día mirando el móvil.

## Possessive pronouns

### 2 Complete the sentences with the correct possessive pronouns.

Este es mi billete. ¿Dónde está \_\_\_\_? (*yours, sing.*)

*Example: Este es mi billete. ¿Dónde está el tuyo?*

- Tengo mis gafas de sol aquí. \_\_\_\_ están en la mesa. (*hers*)
- Sus excursiones son muy caras. \_\_\_\_ son más baratas. (*ours*)
- Si tú pones la ropa en la bolsa, yo pondré \_\_\_\_ en la maleta. (*mine*)
- Ese plano de la ciudad no es muy útil. \_\_\_\_ es mucho mejor. (*yours, sing.*)
- Nuestra habitación es un poco pequeña. \_\_\_\_ es más grande. (*yours, pl.*)
- No me gusta nuestro hotel. \_\_\_\_ es más bonito. (*theirs*)
- Tus billetes están encima de la mesa, pero ¿dónde están \_\_\_\_? (*mine*)
- Mi cámara no es muy buena; \_\_\_\_ es mejor para hacer fotos así. (*his*)

## Past continuous tense

### (translation)

### 3 Translate these sentences into Spanish. Use the past continuous.

- They were selling souvenirs.
- He was driving a car.
- I was looking for the swimming pool.
- We were eating in the hotel.
- You (sing.) were visiting the mosque.
- The train was arriving.
- Were you (pl.) looking at the plan?
- The children were swimming in the sea.
- I was sunbathing on the beach.
- We were buying the tickets.

## Object pronouns

### 4 Complete the sentences with the correct object pronoun: *lo, la, los* or *las*.

- Tengo una tableta nueva. \_\_\_\_ uso para ver películas.
- Mi portátil está roto. \_\_\_\_ rompí ayer.
- ¿Viste mis fotos? \_\_\_\_ subí a Instagram esta mañana.
- ¿Sabes dónde están mis zapatos? \_\_\_\_ quiero poner en la maleta.
- Es un libro muy bueno. \_\_\_\_ leí el año pasado.
- Mamá, ¿dónde está la mochila? \_\_\_\_ necesito para el camping.
- Las maletas pesan mucho. \_\_\_\_ podemos dejar en la recepción.
- Aquí están tus gafas de sol; \_\_\_\_ encontré en la mesa.
- Pero, ¿dónde están los billetes? ¿\_\_\_\_ tienes tú?
- Voy a comprar un plano de la ciudad. \_\_\_\_ necesitaremos más tarde.



**5 Choose the correct translation for each sentence.**

- 1 He gave her the tickets.
  - a Te dio los billetes.
  - b Les dio los billetes.
  - c Le dio los billetes.
- 2 I sent them the money.
  - a Les mandé el dinero.
  - b Os mandé el dinero.
  - c Nos mandé el dinero.
- 3 She showed us the room.
  - a Os mostró la habitación.
  - b Nos mostró la habitación.
  - c Les mostró la habitación.

**Passive voice (translation)****6 Translate these sentences (in the passive voice) into Spanish. Use *ser* and the past participle. Remember to make the past participle agree.**

- a The paper was recycled.
- b The trees were protected.
- c The fumes were reduced.
- d The rivers will be cleaned.
- e The litter will be picked up.

**Reflexive verbs and passive voice (translation)****7 Translate these sentences (in the passive voice) into Spanish. Use the reflexive.**

Many species were lost.

*Example: Se perdieron muchas especies.*

- a The rivers were cleaned.
- b The litter was picked up.
- c The forest was destroyed.
- d The factory was closed.
- e Many birds were saved.
- f The trees were cut down.
- g The fire was put out.
- h Green spaces were created.
- i The chemical products were removed.
- j Nature is respected in this country.

**Present perfect tense****8 Complete the sentences with the correct present perfect form.**

- a Este mes \_\_\_ (*llover*) más de lo normal.
- b El ayuntamiento \_\_\_ (*construir*) una nueva carretera.
- c \_\_\_ (*comprar, nosotros*) billetes para una excursión muy interesante.
- d \_\_\_ (*reservar, yo*) el vuelo para Mallorca.
- e ¿\_\_\_ (*ir, tú*) al nuevo supermercado?
- f El pueblo \_\_\_ (*cambiar*) mucho en los últimos años.
- g ¿\_\_\_ (*viajar, vosotros*) mucho por España?
- h \_\_\_ (*encontrar, yo*) una cámara al lado de la piscina.
- i Barcelona es estupenda. \_\_\_ (*ser*) una semana excelente.
- j ¿\_\_\_ (*comer, tú*) alguna vez en ese restaurante?

**Irregular present perfect****9 Complete the sentences with the correct present perfect form. (These sentences have irregular past participles.)**

- a El chico \_\_\_ (*poner*) nuestras maletas en la habitación.
- b Me \_\_\_ (*cubrir, yo*) la cabeza porque entramos en una mezquita.
- c ¿\_\_\_ (*escribir, tú*) al hotel para hacer la reserva?
- d Los guías nos \_\_\_ (*decir*) que la historia del castillo es muy interesante.
- e Te \_\_\_ (*hacer, nosotros*) un plano de la ciudad para que no te pierdas.
- f ¿\_\_\_ (*ver, vosotros*) el tráfico en la ciudad? No sé qué pasa.
- g Mi hijo \_\_\_ (*volver*) de sus vacaciones en la montaña con una pierna rota.



## Numbers

### 10 Write out these numbers in figures.

- a Dos mil diecinueve
- b Mil setecientos cincuenta y uno
- c Novecientos sesenta y ocho
- d Quinientos veintidós
- e Mil trescientos diez

### 11 Write these numbers out in words.

- |        |       |
|--------|-------|
| a 1936 | d 713 |
| b 2024 | e 95  |
| c 1579 |       |

## Prepositions

### 12 Complete the sentences with the Spanish translation of the words in brackets. Remember that *de* combines with *el* to become *del*. Then translate the sentences into English.

- a El río no está \_\_\_ (*very far from*) la ciudad.
- b El hotel está \_\_\_ (*close to*) el barrio chino.
- c El jardín está \_\_\_ (*behind*) la casa.
- d El museo está \_\_\_ (*between*) la plaza y el mercado.
- e Hay un pájaro \_\_\_ (*on top of*) la iglesia.
- f Hay espacio para tu coche \_\_\_ (*in front of*) el restaurante.
- g Hay una estación de metro \_\_\_ (*next to*) el aeropuerto.
- h Verás la sinagoga \_\_\_ (*at the end of*) la calle.
- i Los principales monumentos históricos están \_\_\_ (*in the centre of*) la ciudad.
- j El barco pasó \_\_\_ (*underneath*) el puente.

## The imperative

### 14 Translate these sentences into English.

- a Ten cuidado de no molestar a los pájaros en el parque.
- b Proteged las especies que están en peligro.
- c Haz algo cada día para proteger el medio ambiente.
- d Para llegar al río, sal de aquí y sigue ese camino.
- e Dime a qué hora vas a llegar.
- f Pon las maletas en la habitación.
- g Venid a visitarme durante las vacaciones de verano.
- h Cierra la ventana por favor.
- i Probad estas tapas; están deliciosas.
- j Dame tu móvil y te haré una foto.

## Irregular forms of the preterite

### 15 Complete the sentences with the preterite form (first person singular) of the verbs in brackets.

- a Cuando salí de la habitación, \_\_\_ (*apagar*) la luz.
- b Después de comer, \_\_\_ (*empezar*) con los deberes.
- c Al llegar a Córdoba, \_\_\_ (*buscar*) mi hotel.
- d Les \_\_\_ (*explicar*) a los turistas cómo llegar a la estación.
- e Llamé a mis padres cuando \_\_\_ (*llegar*) al pueblo.
- f En verano, \_\_\_ (*organizar*) actividades para los niños en el camping.
- g Ayer \_\_\_ (*tocar*) la guitarra en un concierto de mi instituto.

## Using *acabar de*

### 16 Translate these sentences into Spanish.

- a He has just arrived.
- b They have just gone out.
- c She has just written.
- d I have just remembered.
- e You (sing.) have just started.



## Stressed vowels

## 17 Underline the stressed vowel in these words.

- |              |                   |
|--------------|-------------------|
| a desayuno   | g contaminación   |
| b practico   | h juguete         |
| c práctico   | i autobús         |
| d Navidad    | j alquilan        |
| e bicicletas | k simpático       |
| f organizar  | l afortunadamente |

## The subjunctive

## 18 Complete the sentences with the present subjunctive form of the verbs in brackets.

- Te daré el dinero para que \_\_\_\_ (*hacer, tú*) la reserva.
- Necesitaré una mochila cuando \_\_\_\_ (*ir, yo*) de vacaciones.
- Cuando \_\_\_\_ (*venir, tú*) a verme, te recogeremos en la estación.
- Espero viajar por el mundo cuando \_\_\_\_ (*ser, yo*) mayor.
- Haz una foto del grupo para que \_\_\_\_ (*tener, tú*) un recuerdo del día.
- Cuando \_\_\_\_ (*ir, tú*) a Málaga, tienes que visitar el castillo.
- Llama a tu hermano para que \_\_\_\_ (*venir*) a ayudar.
- Esta casa no será cómoda cuando \_\_\_\_ (*hacer*) frío este invierno.

## The subjunctive (translation)

## 19 Translate these sentences into Spanish.

- I want you to come to the party.
- She will tell me to make the dinner.
- They will ask him to be more careful.
- I am surprised that you are going by plane.
- He wants me to do the exam today.
- He will tell you to go shopping tomorrow.
- I will ask her to come to the station.
- I am glad that your job is so interesting.

Using *desde hace*

## 20 Translate these sentences into English.

- Mi marido trabaja en Madrid desde hace tres meses.
- Vivimos en esta casa desde hace un año.
- El castillo está aquí desde hace cuatro siglos.
- Nuestro hijo estudia medicina desde hace dos años.
- Esperamos el tren desde hace casi una hora.
- Mi hermano está de viaje por Europa desde hace varias semanas.

## Relative clauses

21 Complete the sentences with *lo que, el que, la que, los que* or *las que*.

- Hay varias iglesias; \_\_\_\_ prefiero es la más grande.
- Tenemos dos planos de la ciudad; \_\_\_\_ será más útil es este.
- El café hace diferentes tipos de tapas; \_\_\_\_ más me gustan son las de pescado.
- Si quieres una de las maletas, \_\_\_\_ te recomiendo es la marrón.
- \_\_\_\_ que tienes que hacer es visitar el barrio antiguo de la ciudad.

## Gramática

*lo que; el que, la que, los que, las que*

**Lo que** has two meanings. It can mean 'what', in cases where it is not a question.

*Eso es lo que voy a hacer.* – That is **what** I am going to do. It can also mean 'which', when referring back to a whole clause and not just a noun.

*La fábrica contaminó el río, lo que enojó a los vecinos.* – The factory polluted the river, **which** annoyed the locals.

**El que, la que, los que, las que** mean 'the one that' or 'the ones that'. They agree with the noun that they are referring to.

*Hay dos catedrales. La que está en la plaza es la más antigua.* – There are two cathedrals.

**The one that** is in the square is the oldest.



Words that are highlighted in grey in this list are words that may be useful, but you won't need to know them for the exam.

## 7.1F ¿Qué haces durante las vacaciones?

|                         |                             |
|-------------------------|-----------------------------|
| <i>al aire libre</i>    | in the open air, outdoors   |
| <i>alojarse</i>         | to stay                     |
| <i>aprender</i>         | to learn                    |
| <i>el baloncesto</i>    | basketball                  |
| <i>el bosque</i>        | wood, forest                |
| <i>buscar</i>           | to look for                 |
| <i>la carretera</i>     | road                        |
| <i>la ciudad</i>        | town, city                  |
| <i>cocinar</i>          | to cook                     |
| <i>conducir</i>         | to drive                    |
| <i>conocer</i>          | to know (a person or place) |
| <i>la costa</i>         | coast                       |
| <i>decidir</i>          | to decide                   |
| <i>descansar</i>        | to rest                     |
| <i>el edificio</i>      | building                    |
| <i>emocionante</i>      | exciting                    |
| <i>el/la empleado/a</i> | employee                    |
| <i>el equipo</i>        | equipment                   |
| <i>la estrella</i>      | star                        |
| <i>excelente</i>        | excellent                   |
| <i>la excursión</i>     | trip                        |
| <i>la foto</i>          | photo                       |
| <i>fresco/a</i>         | cool, fresh                 |
| <i>el fuego</i>         | fire                        |
| <i>la habitación</i>    | room                        |
| <i>hacer camping</i>    | to go camping               |
| <i>el hotel</i>         | hotel                       |
| <i>el interés</i>       | interest                    |
| <i>el invierno</i>      | winter                      |
| <i>ir de compras</i>    | to go shopping              |
| <i>la isla</i>          | island                      |
| <i>el jardín</i>        | garden                      |
| <i>el lado</i>          | side                        |
| <i>lleno/a</i>          | full                        |
| <i>el lugar</i>         | place                       |
| <i>la maleta</i>        | suitcase                    |
| <i>el mercado</i>       | market                      |
| <i>mirar</i>            | to look at                  |
| <i>la mochila</i>       | rucksack                    |
| <i>montar</i>           | to set up, to ride          |
| <i>la naturaleza</i>    | nature                      |
| <i>nuestro/a</i>        | our                         |

|                        |                      |
|------------------------|----------------------|
| <i>el país</i>         | country              |
| <i>el paisaje</i>      | country, countryside |
| <i>pasado/a (adj.)</i> | past                 |
| <i>perderse</i>        | to get lost          |
| <i>la piscina</i>      | swimming pool        |
| <i>el plano</i>        | map, street plan     |
| <i>la playa</i>        | beach                |
| <i>principal</i>       | main                 |
| <i>probar</i>          | to try, try out      |
| <i>la recepción</i>    | reception            |
| <i>el recuerdo</i>     | souvenir             |
| <i>el regalo</i>       | present, gift        |
| <i>reservar</i>        | to book              |
| <i>el restaurante</i>  | restaurant           |
| <i>el sitio</i>        | place                |
| <i>sobre</i>           | on                   |
| <i>tener calor</i>     | to be hot            |
| <i>la tienda</i>       | tent, shop           |
| <i>tomar el sol</i>    | to sunbathe          |
| <i>el/la turista</i>   | tourist              |
| <i>vender</i>          | to sell              |
| <i>el verano</i>       | summer               |
| <i>el viento</i>       | wind                 |
| <i>visitar</i>         | to visit             |

## 7.1H Las vacaciones fueron un desastre

|                       |                                |
|-----------------------|--------------------------------|
| <i>el aeropuerto</i>  | airport                        |
| <i>animado/a</i>      | lively                         |
| <i>el apartamento</i> | apartment                      |
| <i>el armario</i>     | cupboard, wardrobe             |
| <i>el ascensor</i>    | lift, elevator                 |
| <i>el autobús</i>     | bus, coach                     |
| <i>el balcón</i>      | balcony                        |
| <i>el barco</i>       | boat                           |
| <i>el billete</i>     | ticket                         |
| <i>la bolsa</i>       | bag                            |
| <i>el brazo</i>       | arm                            |
| <i>caer(se)</i>       | to fall (off, down)            |
| <i>el camping</i>     | campsite                       |
| <i>la cuenta</i>      | bill                           |
| <i>dar un paseo</i>   | to go for a walk, stroll, ride |
| <i>descubrir</i>      | to discover                    |
| <i>después de</i>     | after                          |
| <i>enfermo/a</i>      | ill                            |
| <i>el equipaje</i>    | luggage                        |
| <i>esperar</i>        | to wait, to hope               |

|                          |                             |
|--------------------------|-----------------------------|
| <i>fenomenal</i>         | amazing                     |
| <i>hacer fotos</i>       | to take photos              |
| <i>la maleta</i>         | suitcase                    |
| <i>mío/a</i>             | mine                        |
| <i>la nevera</i>         | fridge                      |
| <i>las obras</i>         | roadworks, building works   |
| <i>la policía</i>        | police (force)              |
| <i>qué tal ...?</i>      | how is, was, are, were ...? |
| <i>quemar, quemarse</i>  | to burn, get sunburnt       |
| <i>la reserva</i>        | reservation                 |
| <i>robar</i>             | to steal                    |
| <i>romper</i>            | to break                    |
| <i>el ruido</i>          | noise                       |
| <i>la sala de juegos</i> | games room                  |
| <i>sentar/sentarse</i>   | to sit, seat / to sit down  |
| <i>subir a</i>           | to get onto (transport)     |
| <i>sucio/a</i>           | dirty                       |
| <i>la tela</i>           | cloth, fabric               |
| <i>el tren</i>           | train                       |
| <i>varios/as</i>         | several                     |
| <i>la verdad</i>         | truth                       |
| <i>el viaje</i>          | journey                     |
| <i>la vista</i>          | view                        |
| <i>el vuelo</i>          | flight                      |

## 7.2F ¿Qué tipo de vacaciones prefieres?

|                         |                                |
|-------------------------|--------------------------------|
| <i>bajar de</i>         | to get off (transport)         |
| <i>caer(se)</i>         | to fall, to fall over / down   |
| <i>caliente</i>         | warm, hot                      |
| <i>la catedral</i>      | cathedral                      |
| <i>celebrar(se)</i>     | to celebrate, to hold (event)  |
| <i>cenar</i>            | to dine, have the evening meal |
| <i>conducir</i>         | to drive                       |
| <i>la cosa</i>          | thing                          |
| <i>la costumbre</i>     | custom                         |
| <i>el edificio</i>      | building                       |
| <i>el extranjero</i>    | abroad                         |
| <i>las gafas de sol</i> | sunglasses                     |
| <i>hermoso</i>          | beautiful                      |
| <i>ir al extranjero</i> | to go abroad                   |
| <i>llover</i>           | to rain                        |
| <i>mandar</i>           | to send                        |
| <i>mejorar</i>          | to improve                     |



*el mensaje* message  
*mezquita* mosque  
*montar a caballo* to ride a horse, go horse riding  
*el mundo* world  
*el museo* museum  
*la nacionalidad* nationality  
*los/as niños/as* children  
*el noroeste* north-west  
*el norte* north  
*la oportunidad* opportunity  
*el país* country  
*la parte* part  
*pasarlo bien* to have a good time  
*pintar* to paint  
*pobre* poor  
*practicar* to practise  
*qué tal* how is  
*quedar(se)* to stay, remain  
*quemar, quemarse* to burn, get sunburnt  
*el reloj* watch, clock  
*la Semana Santa* Easter Week, Holy Week  
*la sinagoga* synagogue  
*los tíos* uncle(s) and aunt(s)  
*la tradición* tradition  
*valer la pena* to be worth it  
*la zona* area

## 7.2H Una visita a la ciudad de México

*a bordo de* on board  
*acompañar* to accompany  
*al final* at the end  
*alquilar* to hire, rent  
*amarillo/a* yellow  
*antiguo/a* old  
*la arquitectura* architecture  
*el artista* artist  
*la atención* attention  
*el/la camarero/a* waiter/waitress  
*el canal* canal  
*cantar* to sing  
*el color* colour  
*el comienzo* the start, beginning  
*cultural* cultural  
*cuyo* whose  
*desde* since, from  
*dieciséis* sixteen

*dirigir* to run, manage  
*disfrutar* to enjoy  
*encontrar, encontrarse* to find, to be found  
*enorme* enormous  
*entre* between, among  
*el/la guía* guide  
*la guitarra* guitar  
*hace + time* ago  
*la iglesia* church  
*increíble* incredible  
*iniciar* to begin  
*llamar* to call  
*llamativo/a* striking  
*el lujo* luxury  
*mantener* to maintain, keep  
*maravilloso/a* marvellous  
*el matrimonio* marriage  
*el/la músico/a* musician  
*nacional* national  
*la obra* work (of art, literature)  
*el palacio* palace  
*la pared* wall  
*la pintura* painting  
*la planta* plant  
*la plaza mayor* main square  
*producir* to produce  
*publicar* to publish  
*recomendar* to recommend  
*la ruina* ruin  
*el siglo* century  
*el templo* temple  
*tener suerte* to be lucky  
*tocar* to play (instrument, music)  
*turbulento/a* turbulent, stormy  
*utilizar* to use

## 8.1F Los cambios en la tecnología

*avanzado/a* advanced  
*básico/a* basic  
*el/la compañero/a* classmate, partner  
*la conversación* conversation  
*digital* digital  
*discutir* to discuss, argue  
*diseñar* to design  
*enviar* to send  
*la información* information  
*el/la ingeniero/a* engineer  
*inteligente* intelligent, smart

*inventar* to invent  
*el juego* game  
*el kilo* kilo  
*ligero/a* light (in weight)  
*la llamada* call  
*la llegada* arrival  
*el minuto* minute  
*el momento* moment  
*navegar* to surf, navigate (i.e. the Internet)  
*original* original  
*permitir* to allow, permit  
*pesado/a* heavy  
*pesar* to weigh  
*el portátil* laptop  
*público/a* public  
*realista* realistic  
*recargar* to charge, recharge  
*responder* to reply  
*sencillo/a* simple  
*la serie* series  
*táctil* touch (ie. touch screen)  
*el teléfono* telephone  
*la televisión* television  
*el tenis* tennis  
*la transmisión* broadcast  
*treinta* thirty  
*último/a* last, latest  
*el videojuego* video game

## 8.1H Lo bueno y lo malo de las redes sociales

*afectar* to affect  
*al menos* at least  
*la amistad* friendship  
*anunciar* to announce  
*aquel/aquella* that (one)  
*causar* to cause  
*el colegio* school  
*común* common  
*comunicar* to communicate  
*el concierto* concert  
*continuamente* continuously  
*convertirse en* to become  
*criticar* to criticise  
*cualquier* any  
*el daño* damage, harm  
*desaparecer* to disappear  
*detestar* to detest  
*la distancia* distance



*el efecto* effect  
*encontrar* to find  
*el estudio* study, studio  
*horrible* horrible  
*hoy día* these days  
*el humor* mood  
*incluso* even, including  
*el informe* report  
*insultar* to insult  
*la manera* manner, way  
*molestar* to annoy  
*la música* music  
*el negocio* business  
*numeroso* numerous  
*la oferta* offer  
*ofrecer* to offer  
*otra vez* again  
*peligroso/a* dangerous  
*perdonar* to forgive  
*el perfil* profile  
*el personaje* character  
*la plataforma* platform  
*el/la profesor(a)* teacher  
*el resto* rest  
*el resultado* result  
*tan* so  
*el uso* use  
*el vídeo* video  
*ya que* since, as

## 8.2F ¿Cómo usas tu móvil?

*alguno/a* some  
*la app* app  
*los auriculares* headphones  
*la calculadora* calculator  
*el/la cantante* singer  
*como* as, like  
*las compras* shopping  
*la cosa* thing  
*despertar* to wake up  
*el diccionario* dictionary  
*educativo/a* educational  
*el ejemplo* example  
*electrónico/a* electronic  
*el familiar* family member  
*la función* function  
*gratis* free  
*el lector electrónico* e-book  
*lejos* far

*la lista* list  
*mantenerse* to keep (oneself)  
*medio/a* average  
*molestar* to bother, annoy  
*el nombre* name  
*el número* number  
*oír* to hear  
*el/la primo/a* cousin  
*profundamente* deeply  
*prohibido/a* forbidden, banned  
*quién* who  
*quitar* to remove  
*el ruido* noise  
*saber* to know  
*la tecnología* technology  
*todas partes* everywhere  
*el tráfico* traffic

## 8.2H La tecnología del futuro

*absorber* to absorb  
*actualmente* currently, at present  
*el agua* water  
*añadir* to add  
*apagar* to turn off, out out  
*capaz de* capable of  
*cargar* to charge  
*el castillo* castle  
*el cepillo* brush  
*la ciencia* science  
*el/la científico/a* scientist  
*el cine* cinema  
*continuar* to continue  
*la cuestión* issue, matter  
*dental* dental  
*el/la dentista* dentist  
*detectar* to detect  
*el dispositivo* gadget  
*el examen* exam  
*existir* to exist  
*experimentar* to experiment, experience  
*la ficción* fiction  
*hacer falta* to be lacking, missing  
*los hijos* children, sons and daughters  
*identificar* to identify  
*la impresora* printer  
*la invención* invention  
*ir de vacaciones* to go on holiday  
*limpiar* to clean  
*la medicina* medicine

*la mentira* lie  
*mover* to move  
*necesario/a* necessary  
*notar* to notice  
*observar* to observe  
*los padres* parents  
*la pizza* pizza  
*el/la segundo/a* second  
*el sistema* system  
*tener hambre* to be hungry  
*la Tierra* Earth  
*ya* now, already

## 9.1F Mi pueblo y mi ciudad

*agosto* August  
*al lado de* next to, at the side of  
*el árbol* tree  
*así* like this, like that  
*el baño* bathroom  
*el bosque* wood, forest  
*el campo* field, country(side)  
*el castillo* castle  
*el centro comercial* shopping centre  
*el cielo* sky  
*el clima* climate  
*delante de* in front of  
*detrás de* behind  
*encima de* on top of  
*la estación* station  
*el este* east  
*la fábrica* factory  
*faltar* to be lacking, to be short of  
*el grado* degree (ie. temperature)  
*el hospital* hospital  
*imposible* impossible  
*lejos de* far from  
*llegar a* to arrive, get to  
*mal* bad, badly  
*la mezquita* mosque  
*la nieve* snow  
*el parque de atracciones/temático* theme park  
*la plaza de toros* bullring  
*la plaza mayor* main square  
*el puente* bridge  
*el puerto* port, harbour  
*los servicios* toilets  
*la tarde* afternoon, evening  
*único/a* only  
*las verduras* (green) vegetables



## 9.1H Lo bueno y lo malo de mi región

|                            |                               |
|----------------------------|-------------------------------|
| <i>la abuela</i>           | grandmother                   |
| <i>las afueras</i>         | outskirts                     |
| <i>animado/a</i>           | lively                        |
| <i>atraer</i>              | to attract                    |
| <i>el ayuntamiento</i>     | town hall, council            |
| <i>el barrio</i>           | neighbourhood, district, area |
| <i>el centro deportivo</i> | sports centre                 |
| <i>cierto/a</i>            | true                          |
| <i>conseguir</i>           | to manage                     |
| <i>la construcción</i>     | building, construction        |
| <i>cruzar</i>              | to cross                      |
| <i>la delincuencia</i>     | crime                         |
| <i>el delito</i>           | crime, offence                |
| <i>desde hace</i>          | for                           |
| <i>la edad</i>             | age                           |
| <i>la empresa</i>          | company, firm                 |
| <i>la escalera</i>         | stairs                        |
| <i>el estado</i>           | state                         |
| <i>gastar</i>              | to spend                      |
| <i>gracias</i>             | thanks                        |
| <i>la industria</i>        | industry                      |
| <i>infantil</i>            | children's, of children       |
| <i>mal</i>                 | bad, badly                    |
| <i>el mes</i>              | month                         |
| <i>el metro</i>            | underground                   |
| <i>el nivel</i>            | level                         |
| <i>el noroeste</i>         | north-west                    |
| <i>el paro</i>             | unemployment                  |
| <i>el piso</i>             | flat, apartment               |
| <i>roto/a</i>              | broken                        |
| <i>la semana pasada</i>    | last week                     |
| <i>el sistema</i>          | system                        |
| <i>la torre</i>            | tower                         |
| <i>el transporte</i>       | transport                     |

## 9.2F ¿Qué puedo hacer para proteger el medio ambiente?

|                       |                      |
|-----------------------|----------------------|
| <i>el anuncio</i>     | advert               |
| <i>la basura</i>      | rubbish, litter      |
| <i>la botella</i>     | bottle               |
| <i>la calefacción</i> | heating              |
| <i>el colegio</i>     | school               |
| <i>el contenedor</i>  | container, bin       |
| <i>el cuidado</i>     | care                 |
| <i>dejar</i>          | to leave, let, allow |
| <i>el entorno</i>     | surroundings         |

|                          |                     |
|--------------------------|---------------------|
| <i>evitar</i>            | to avoid            |
| <i>ir a pie</i>          | to go on foot, walk |
| <i>la lluvia</i>         | rain                |
| <i>el medio ambiente</i> | environment         |
| <i>nadie</i>             | no one              |
| <i>organizar</i>         | to organise         |
| <i>el otoño</i>          | autumn              |
| <i>el plan</i>           | plan                |
| <i>plantar</i>           | to plant            |
| <i>el plástico</i>       | plastic             |
| <i>preocuparse por</i>   | to worry about      |
| <i>la primavera</i>      | spring              |
| <i>reciclar</i>          | to recycle          |
| <i>recoger</i>           | to collect, pick up |
| <i>regar</i>             | to water, irrigate  |
| <i>separar</i>           | to separate         |
| <i>la Tierra</i>         | Earth               |
| <i>tirar</i>             | to throw            |

## 9.2H Protegiendo el planeta

|                              |                                |
|------------------------------|--------------------------------|
| <i>la abeja</i>              | bee                            |
| <i>la acción</i>             | action, act                    |
| <i>advertir</i>              | to warn                        |
| <i>el alimento</i>           | food, foodstuff                |
| <i>alrededor de</i>          | around                         |
| <i>amenazar</i>              | to threaten                    |
| <i>artificial</i>            | artificial                     |
| <i>aumentar</i>              | to increase                    |
| <i>buscar</i>                | to look for, to seek           |
| <i>la campaña</i>            | campaign                       |
| <i>la cifra</i>              | figure                         |
| <i>el/la ciudadano/a</i>     | citizen                        |
| <i>como consecuencia de</i>  | as a result of                 |
| <i>concienciar</i>           | to make aware, raise awareness |
| <i>consciente</i>            | aware                          |
| <i>el consumo</i>            | consumption                    |
| <i>la contaminación</i>      | pollution                      |
| <i>contaminar</i>            | to pollute                     |
| <i>contribuir</i>            | to contribute                  |
| <i>crear</i>                 | to create                      |
| <i>el cultivo</i>            | crop                           |
| <i>dejar de + infinitive</i> | to stop ... ing                |
| <i>destinado a</i>           | aimed at                       |
| <i>destruir</i>              | to destroy                     |
| <i>efectivo/a</i>            | effective                      |
| <i>eléctrico/a</i>           | electric                       |
| <i>emitir</i>                | to emit, give off              |
| <i>en vez de</i>             | instead of                     |
| <i>la especie</i>            | species                        |

|                         |                         |
|-------------------------|-------------------------|
| <i>fundar</i>           | to set up               |
| <i>la ganadería</i>     | cattle farming          |
| <i>el gas</i>           | gas                     |
| <i>el gobierno</i>      | government              |
| <i>el hogar</i>         | home                    |
| <i>el humo</i>          | smoke, fume             |
| <i>la imagen</i>        | image                   |
| <i>el impacto</i>       | impact                  |
| <i>el informe</i>       | report                  |
| <i>la iniciativa</i>    | initiative              |
| <i>el invernadero</i>   | greenhouse              |
| <i>la investigación</i> | research, investigation |
| <i>la luz</i>           | light                   |
| <i>la medida</i>        | measure                 |
| <i>el millón</i>        | million                 |
| <i>la necesidad</i>     | need                    |
| <i>el olor</i>          | smell                   |
| <i>la organización</i>  | organisation            |
| <i>el planeta</i>       | planet                  |
| <i>poblado/a</i>        | populated               |
| <i>prohibir</i>         | to prohibit, ban        |
| <i>químico/a (adj.)</i> | chemical                |
| <i>reciente</i>         | recent                  |
| <i>reportar</i>         | to report               |
| <i>según</i>            | according to            |
| <i>tantos/as</i>        | so many, as many        |
| <i>el transporte</i>    | transport               |



- 1 These residents are attending an online meeting. What aspect of the town are they concerned about? Complete the sentences in English.**

- a Rodrigo wants to improve... 1 mark
- b Laura wants the council to change its mind about... 1 mark
- c Felipe wants the council to build... 1 mark
- d Emma wants to know why the council has not... 1 mark

### Consejo



When you have to complete sentences, like in activity 1, the beginnings of the sentences will cue you in the key part of the recording. Listen carefully for the cue and then focus on the section that follows – this will be the required answer.

- 2 These people are talking about different aspects of technology.**

Write **A** if only statement A is correct

**B** if only statement B is correct

**A+B** if both statements A and B are correct.

- a **A** Mateo is concerned about his mother's computer.  
**B** Mateo's mother has bought a new computer. 1 mark
- b **A** Isabel forgot to save her work on the computer.  
**B** She hopes her Dad can help get the work back. 1 mark
- c **A** Leo's brother is always playing computer games.  
**B** Leo's brother's school work is suffering. 1 mark
- d **A** Elena uses social media quite a lot.  
**B** She thinks there is a lot of rubbish on social media. 1 mark

- 3 Pablo and his family have moved house. He is talking to his grandmother on the phone. When do these things take place?**

Write **P** if it is something that happened **in the past**  
**N** if it is something that is happening **now**  
**F** if it is something that will happen **in the future**.

Answer **all** parts of the question.

- a doing homework 1 mark
- b sharing a bedroom 1 mark
- c mother's shopping trip 1 mark
- d working on the garden 1 mark

- 4 These people are talking about problems that happened on holiday. What went wrong for each of them? Write down the correct letter.**

- a Miguel had a problem when ...  
**A** their coach broke down.  
**B** he got food poisoning.  
**C** he ended up sleeping on the floor. 1 mark
- b Sandra had a problem ...  
**A** when they found people sleeping in their hotel room.  
**B** because the noise from the hotel disco kept them awake.  
**C** and had to confront the people in the room next door. 1 mark
- c Carlos had a problem when ...  
**A** the bus left him behind after a day out.  
**B** his coach broke down on the way to a festival.  
**C** his hotel turned out to be miles from town. 1 mark
- d Ana had a problem when ...  
**A** she rented out her apartment to an elderly lady.  
**B** she couldn't find anywhere to stay.  
**C** the hotel she had booked had lost her reservation. 1 mark



**5 A guide on a country walk is talking to the group. What advice is he giving? Complete the sentences in English.**

- a While you are in the country... 1 mark
- b To avoid disturbing the birds... 1 mark
- c If you stay for a picnic, remember that... 1 mark
- d At the end of the day... 1 mark

### Consejo



It is very important to take account of the context of the question. Activity 5 is about advice during a walk in the country. Knowing this will help you see what is likely or possible and what is simply not appropriate. For example, the answer to 5d is not going to be 'turn the lights off'.

**6 This couple is discussing a flat they have just been to visit. Which aspect of the flat did each person like and dislike? Write down the correct letter for each aspect.**

|          |          |
|----------|----------|
| <b>A</b> | cost     |
| <b>B</b> | kitchen  |
| <b>C</b> | location |
| <b>D</b> | lounge   |
| <b>E</b> | parking  |
| <b>F</b> | views    |

- a Blanca: Liked Disliked 2 marks
- b Arturo: Liked Disliked 2 marks

### Dictation A

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks

### Consejo



Learn the word CAROL as a way to remember the only double consonants you will meet in the exam. Double 'c' exists in words like *acción*; double 'r' is in words like *perro*, and double 'll' can be found in words like *llamar*.

### Dictation B

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks



**Role Play**

You are talking to your Cuban friend.

Your teacher (or partner) will play the part of your friend and will speak first.

You should address your friend as *tú*.

When you see this – ? – you will have to ask a question.

In order to score full marks, you must include a verb in your response to each task.

- 1 Say what you used your mobile for last weekend. (Give **two** details.)
- 2 Say why you think social networks are popular. (Give **two** details.)
- 3 Say what is a disadvantage of using social networks. (Give **one** disadvantage.)
- 4 Say how you will use technology for your studies next week. (Give **one** detail.)
- 5 ? Ask your friend a question about their favourite apps.

**Consejo**

As you are required to ask a question in the role play, it is essential to learn question words. It is a good idea to keep a list of these and make sure that learning them is part of your exam preparation.

**Reading aloud task**

When your teacher (or partner) asks you, read aloud the following text in **Spanish**.

La región donde vive mi amigo está bastante sucia. No quiere quedarse a vivir allí. Cuando sea mayor, dice que va a trabajar en el extranjero.

En esta zona hay demasiados coches y el ruido es horrible. Además, todos los humos hacen daño al medio ambiente. Preferiría vivir en el campo.

You will then be asked four questions in **Spanish** that relate to the topic of **The environment and where people live**. Make sure you answer **all four questions as fully as you can**.

**Consejo**

Bear in mind that the questions you will be asked in relation to the reading aloud task will be on the same topic as the text. Use some of your preparation time to anticipate what those questions might be and start to consider your responses.



## Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher (or partner) will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher (or partner) will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

## Consejo



Don't panic if you see a photo and realise you can't remember a certain word. For example, in Photo 1, it doesn't matter if you don't know 'motorway' or 'traffic jam'; you can still talk about lots of cars, too much traffic, contamination and noise.

Photo 1



Photo 2





**1 Read this email from Lorena to Óscar. Answer the questions in English.**

Vas a llegar el jueves y el día después tengo clases, así que tendrás que ir al instituto conmigo. Ese día tengo dibujo, religión, química y francés. Será interesante para ti y mis amigos tienen muchas ganas de conocerte. Normalmente tengo una clase de baile los viernes, pero esta semana no, porque es el final del trimestre\*.

El sábado te voy a llevar a la plaza de toros. No hay corrida, pero el edificio es histórico y muy hermoso. Sé que no te interesa el fútbol y por eso no he organizado una visita al famoso estadio. El domingo vendrás a la iglesia con mi familia. No vamos mucho, pero es Semana Santa y es bonito ir.

Creo que el centro comercial es exactamente como los de tu país, aburrido. Sin embargo, tengo dos entradas para el parque temático la semana de después, ¡será estupendo!

\*trimestre - term

- a What day will Óscar be going into school with Lorena? **1 mark**
- b What does Lorena say about her friends? **1 mark**
- c What change has happened because it is the end of term? **1 mark**
- d Why is Lorena taking Óscar to the bullring? **1 mark**
- e Will they visit the stadium? Why/Why not? **1 mark**
- f Why are the family going to church this Sunday? **1 mark**
- g Why doesn't Lorena plan to take Óscar to the shopping centre? **1 mark**
- h What does she tell him about next week? **1 mark**
- i Read the first paragraph again. What do you think *química* is?
  - A A hobby
  - B A school subject
  - C An item of equipment **1 mark**

**Consejo**



Be careful not to make rapid assumptions when you see a word you recognise. Question 1 asks you to name a day, but read the text carefully and don't jump at the first day of the week that you see.

**2 You read this tourist guide about Menorca.**

Menorca es quizás la isla con más riqueza histórica de todas las islas españolas. Durante su historia, culturas diferentes han dejado su impacto en varios sitios en la isla.

La capital, Mahón, es uno de los puertos naturales más grandes del mundo. En otras partes de la isla, hay tumbas\* y monumentos de piedra que vienen de un período de la historia antigua.

Calas\* bonitas y playas de arena se encuentran por toda la isla además de zonas de interés como Es Grau en el norte. Muchos turistas suben el Monte Toro porque desde encima las vistas son preciosas. Las fiestas principales son las de San Juan en junio y las de Gracia en septiembre. El caballo y los trajes hacen un papel importante en los desfiles por las calles. Por la noche las hogueras y los fuegos artificiales crean un espectáculo precioso contra el cielo oscuro.

\*tumba - tomb

\*cala - cove

Which statements are correct? Write **A**, **B** or **A+B**.

- a **A** Menorca is rich in history.  
**B** Other cultures have left their mark on the island. **1 mark**
- b **A** Mahón is inland.  
**B** There are ancient stone monuments. **1 mark**
- c **A** The island's beaches are rocky.  
**B** Monte Toro is a hill. **1 mark**
- d **A** The main festivals are in winter.  
**B** The costumes and parades are an important feature. **1 mark**
- e Read the last paragraph again. What do you think *hogueras* are?  
**A** bonfires **B** dances **C** flowers **1 mark**



3 An environmental group has produced this report.

| INFORME   |                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Febrero   | El ayuntamiento promete aumentar los gastos de conservación para proteger los bosques naturales y prohibir cortar los árboles para obras de construcción.                |
| Mayo      | Los supermercados se quejan de la falta de productos como frutas y verduras después de una fría primavera que ha destruido muchos cultivos.                              |
| Agosto    | Doscientas personas abandonaron sus hogares cuando los incendios amenazaban con destruir sus casas. Afortunadamente, nadie sufrió daños.                                 |
| Noviembre | Los dueños de los hoteles de la ciudad acordaron cobrar a los turistas un euro por noche en impuestos. Se usará el dinero para resolver el problema de la falta de agua. |

Which headline corresponds to which month of the news report?

|   | Headlines                          |
|---|------------------------------------|
| A | Ancient trees cut down             |
| B | Forest fires leave several injured |
| C | Homeowners evacuated               |
| D | Hotels rationing water             |
| E | More funding to save woodland      |
| F | Supermarkets raise prices          |
| G | Tourist tax imposed                |
| H | Wintry weather ruins crops         |

- a February 1 mark      c August 1 mark  
b May 1 mark      d November 1 mark

Consejo

You will often find that two of the options (or 'headlines' in this case) are closely linked to the answer you are looking for. You need to read the relevant part of the text with great care to eliminate the wrong option and select the one that matches in all its details.

4 Translate these sentences into English.

- a El gobierno debe tomar medidas para reducir el cambio climático.  
b Este es el dispositivo que estábamos usando para grabar la conversación.  
c Sé que estaba de mal humor porque utilizó un emoticón con una cara enojada.  
d Ella antes llevaba gafas de sol, pero ahora las ha perdido.  
e Mándame un mensaje cuando tengas un momento libre.

10 marks

Consejo

You will come across verbs in various tenses in the translation sentences. As you translate each sentence, take your time to look at the verb endings and the stems to help you identify what tense each verb is in.

5 Translate these sentences into English.

- a Los humos de la fábrica estaban contaminando el aire de los pueblos vecinos.  
b Han alquilado un coche, pero no se acuerdan de dónde lo han dejado.  
c En los últimos años, muchos jóvenes han cerrado sus cuentas en las redes sociales.  
d Creo que lo mejor sería ir en barco cuando vayáis de vacaciones.  
e Estos días, se sirven platos vegetarianos en casi todos los restaurantes.

10 marks



**1 Translate the following sentences into Spanish.**

- a That is my bedroom. Yours is here.
- b The church was built centuries ago.
- c He said that he would like to buy a new mobile phone.
- d I have taken lots of photos; I will show them to you on Saturday.
- e I have just turned off the heating; I do not want you to be too hot.

10 marks

**Consejo**

On occasions, there may be more than one way of translating a word. For example, if you don't know 'centuries' you could say 'hundreds of years'. There are also a couple of words that could be used for 'bedroom'.

Either Question 2.1 or Question 2.2

**2.1 You are writing to your Peruvian friend about your town and neighbourhood.**

**Write approximately 90 words in Spanish.**  
**You must write something about each bullet point.**

Mention:

- what you think of your town
- what you did in town last weekend
- what you would like to change about your area in the future.

15 marks

**2.2 You are writing an article about technology.**

**Write approximately 90 words in Spanish.**  
**You must write something about each bullet point.**

Mention:

- what you think about social media
- what aspects of technology you used last week
- how you will use technology in the future to help your studies.

15 marks

**Consejo**

Remember that you will not get extra marks for writing a lot. You can impress with the 90 words stated in the instructions; better to aim for quality than quantity.



Either Question 3.1 or Question 3.2

**3.1** You are writing a post for a Spanish website on the environment.

Write approximately 150 words in Spanish.

You must write something about both bullet points.

Describe:

- what you and your family do at home in order to be environmentally friendly
- what projects are going to happen in your area to improve the environment.

25 marks

**3.2** You are writing an article for a Spanish magazine called *Mi Verano*.

Write approximately 150 words in Spanish.

You must write something about both bullet points.

Describe:

- how you like to spend your summer holidays
- problems you had during your last summer holidays.

25 marks

### Consejo



These question types, requiring you write approximately 150 words, give you the opportunity to narrate a series of events or to give all the details about one complex event. Take a moment to read both questions, have a quick think about what you could write about (you can jot down a few ideas and notes to remind you) and then decide which question to go for.



**1 Jordi and Emma are talking about how they plan to improve their lifestyle. What does each one plan to do? Write the correct letter.**

- a Jordi plans to...
- A reduce the amount he eats.
  - B eat less fatty food.
  - C cut out snacks between meals. **1 mark**
- b Jordi also plans to...
- A use his car less.
  - B go cycling with his dad.
  - C walk to school. **1 mark**
- c Emma hopes to...
- A be on the basketball team.
  - B get new sports equipment.
  - C lose some weight. **1 mark**
- d Emma also plans to...
- A do weights at the gym.
  - B go running.
  - C go swimming four times a week. **1 mark**

### Consejo



Look carefully at the layout of the questions. How many questions do you need to answer for each recording? In activity 1, you need to answer two questions from each speech. It's important to know this, because you need to read the options before the recording starts and to know how much you are listening out for.

**2 Cristina and Marco are walking home from school, talking about their day.**

Write **A** if only statement A is correct

**B** if only statement B is correct

**A+B** if both statements A and B are correct.

- a When considering the exchange visit, Cristina...
- A is concerned about the standard of her English.
  - B worries about staying with a family. **1 mark**
- b Cristina says that...
- A they might be changing the school uniform.
  - B students have to vote for what colour they would prefer. **1 mark**
- c Marco...
- A thinks his history teacher is being unfairly negative.
  - B has never liked history lessons. **1 mark**
- d Marco...
- A has suffered bullying at school recently.
  - B wants David to walk home with them. **1 mark**

**3 Hugo and Julia are talking about hopes and plans for the future. For each one, write what they want to do and what they do not want to do.**

- |                               |                                |
|-------------------------------|--------------------------------|
| a Hugo's dream is to...       | b Julia's ambition is to...    |
| He does <b>not</b> want to... | She does <b>not</b> want to... |
| <b>2 marks</b>                | <b>2 marks</b>                 |

**4 Sofía and her mother have different ideas about their visit to Andalusia, in the south of Spain. Answer the questions in English. Give full details.**

- a Exactly when does Sofía suggest they go, and why? **1 mark**
- b What is there to see at the Jerez festival? Mention **one** thing. **1 mark**
- c What happens during the *Fiesta de los Patios*? **1 mark**
- d What is Sofía's mother's solution to their different ideas. **1 mark**

### Consejo



If you see instructions like 'Give full details' or the question has the word 'exactly' in it, this is to remind you that all the relevant information in the recording is required in the answer. Do not leave out any details.



## 5 Adrián and Mia are talking about their free time.

- a What does Adrián do in his free time?

| yesterday                       | today | tomorrow |
|---------------------------------|-------|----------|
| <i>finished reading a novel</i> |       |          |

2 marks

- b What does Mia do in her free time?

| yesterday | today | tomorrow                                |
|-----------|-------|-----------------------------------------|
|           |       | <i>prepare a meal for her boyfriend</i> |

2 marks

### Consejo

There will often be a question on verb tenses in the reading or listening exams. A good way to prepare for it, apart from learning time phrases, is to make a grid of three columns: past, present and future. Write examples of the different tenses for each time frame in the different columns. For example, in the 'past' column, you would write examples of the perfect, the preterite and the imperfect tenses.

## 6 Mateo and Diego are discussing a TV programme. Write the correct letter. Answer all the questions.

- a What type of programme is Diego asking about?

- A a talent show  
B a reality TV show  
C a general knowledge quiz

1 mark

- b Who benefits from the programme?

- A young people with talent  
B charity associations  
C overseas aid

1 mark

- c Who surprised Diego?

- A a newsreader  
B a TV presenter  
C a weather forecaster

1 mark

- d The winner was...

- A an actress.  
B a journalist.  
C a writer.

1 mark

## Dictation A

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks

## Dictation B

You will now hear 5 short sentences.

- Listen carefully and using your knowledge of Spanish sounds, write down in **Spanish** exactly what you hear for each sentence.
- You will hear each sentence **three** times: the first time as a full sentence, the second time in short sections and the third time again as a full sentence.
- Use your knowledge of Spanish sounds and grammar to make sure that what you have written makes sense. Check carefully that your spelling is accurate.

10 marks



**Role Play**

You are talking to your Peruvian friend.

Your teacher (or partner) will play the part of your friend and will speak first.

You should address your friend as *tú*.

When you see this – ? – you will have to ask a question.

In order to score full marks, you must include a verb in your response to each task.

- 1 Say what items you recycle at home. (Give **two** details.)
- 2 Tell your friend about the green spaces in your area. (Give **two** details.)
- 3 Talk about the environmental problems in your area. (Give **two** details.)
- 4 Tell your friend about something you did at school to help the environment.
- 5 ? Ask your friend a question about the environment where they live.

**Consejo**

Use the preparation time wisely. Look at the amount of detail you are required to give for each bullet point in the role play, and only plan for the information necessary. You will be wasting precious time if you spend minutes thinking about what else you could say.

**Reading aloud task**

When your teacher (or partner) asks you, read aloud the following text in **Spanish**.

Mi hija mayor asiste a un club de baile los viernes. Participa en un concierto una vez al año y ha ganado varios premios.

Es una actividad un poco cara porque necesita zapatos y trajes especiales. Tenemos que llevarla a las clases en coche también.

Me imagino que seguirá bailando en el futuro.

You will then be asked four questions in **Spanish** that relate to the topic of **Free-time activities**. Make sure you answer **all four questions as fully as you can**.

**Consejo**

Remember that the letter 'j', and the letter 'g' when followed by 'e' and 'i', are both pronounced like the 'ch' in the Scottish word 'loch'. There are three examples of this sound in the reading aloud task.



## Photo card

- During your preparation time, look at the two photos. You may make as many notes as you wish on an Additional Answer Sheet and use these notes during the test.
- Your teacher (or partner) will ask you to talk about the content of these photos. The recommended time is approximately **one and a half minutes**. **You must say at least one thing about each photo.**
- After you have spoken about the content of the photos, your teacher (or partner) will then ask you questions related to **any** of the topics within the theme of **Communication and the world around us**.

## Consejo



Remember to think ahead about typical questions that might come up in relation to the photos on a card. These photos show a city flat and a country house so you could imagine being asked about the advantages and disadvantages of living in the city or the country, for example.

Photo 1



Photo 2





- 1 You see this report in a magazine. Have the numbers of young people doing these activities gone up, gone down or stayed the same?

Hace poco hicieron una encuesta a dos mil personas sobre las tendencias en el uso del tiempo libre y han descubierto unas respuestas interesantes. Parece que hoy día no va tanta gente al cine porque prefiere ver películas en casa. Se quejan del costo de las entradas y de las bebidas. La lectura de periódicos, revistas y novelas es mucho menos popular entre los jóvenes de hoy. En cuanto a\* la televisión, el número de jóvenes que ve la tele como pasatiempo principal no ha cambiado. Con respecto a los ordenadores, cada vez más jóvenes pasan su tiempo libre navegando en Internet y jugando con los videojuegos. Respecto al deporte, las cifras destacan que el número de chicos y chicas que participan es el mismo ahora que en el pasado.

\*en cuanto a - as regards

Write **U** if the numbers have gone **up**  
**D** if the numbers have gone **down**  
**S** if the numbers have stayed the **same**.

- a Going to the cinema 1 mark
- b Reading 1 mark
- c Watching TV 1 mark
- d Use of technology 1 mark
- e Sport 1 mark
- f Look at the first sentence again. What do you think *una encuesta* is?  
 A An interview      B A leaflet  
 C A survey 1 mark

### Consejo



With this type of exercise, the answers can be found in the text in the same order that they appear in the question. So, if you have found the answer to 1b and the answer to 1d, this helps you to know where in the text you will find the information you need to answer 1c.

- 2 You read this in a magazine problem page. Complete each sentence by selecting the correct letter.

Me siento muy enojada porque mis padres me tratan de manera distinta a mi hermano. A mi hermano le dan mucha libertad; entra y sale cuando quiere y respetan sus decisiones. Pero conmigo siempre quieren saber dónde estoy, con quién salgo, con quién estoy hablando en el móvil y todo. Quiero hacerles entender que esto no es justo. ¿Qué puedo hacer?

Mónica

- a Mónica is feeling...  
 A angry.    B ill.    C tired. 1 mark
- b Mónica thinks that her parents are...  
 A putting too much pressure on her.  
 B being unfair.  
 C getting impatient. 1 mark
- c Mónica says that her brother...  
 A works really hard.  
 B gets a lot of pocket money.  
 C is given a lot of independence. 1 mark
- d Mónica feels that her parents ask too many questions about...  
 A her future plans.    B her school work.  
 C her friends. 1 mark

- 3 You see this report on a health and fitness website. Answer the questions in English.

Hay una tendencia en este momento de beber agua constantemente: eso está bien hasta cierto punto, pero es mejor no hacerlo antes de acostarte porque pasarás la noche sin dormir.

Lo que sí se recomienda es terminar los deberes antes de las nueve para que tengas tiempo para relajarte antes de irte a la cama. Además de tu cuerpo, tu cerebro necesita tiempo para desconectar también. Luego, al levantarte, debes tomar un desayuno sano para que te dé la energía que necesitas para el resto del día.

Claro que el ejercicio es esencial, pero evita hacerlo a primera hora de la mañana porque tu cuerpo todavía no está despierto.



- a Why **shouldn't** you drink water in the evening? 1 mark
- b What must you do to give you time to relax before bedtime? 1 mark
- c How can you be sure to have enough energy during the day? 1 mark
- d Why should you not exercise first thing in the morning? 1 mark
- e Read the second paragraph again. What do you think *desconectar* means? 1 mark
- A to refresh
- B to wake up
- C to wind down

**4 Your Spanish friend Javi has filled in this questionnaire about work. Look at the answers he has circled and answer the questions in English.**

- 1 ¿Sabes qué tipo de trabajo te gustaría hacer en el futuro?  
☒ A No tengo la menor idea.  
 B Hay varias posibilidades que estoy investigando.  
 C Ya sé exactamente lo que voy a hacer.
- 2 ¿Cómo reaccionarías a la idea de trabajar en el extranjero?  
 A Me encantaría.  
 B Pues depende; lo consideraría.  
☒ C La rechazaría en seguida.
- 3 ¿En qué aspecto tienes más talento?  
 A Resolver problemas  
☒ B Diseño y creatividad  
 C Tratar con la gente
- 4 ¿Cómo describirías tus conocimientos de informática?  
☒ A Excelentes  
 B Bastante buenos  
 C Básicos

What do we learn about Javi from...

- a the first question and answer? 1 mark
- b the second question and answer? 1 mark
- c the third question and answer? 1 mark
- d the fourth question and answer? 1 mark

**Consejo**

This type of question is common on the higher reading paper. In order to answer successfully, you are required to put together information from both the question from the questionnaire and the answer. The questions cannot be answered from just one of these elements alone.

**5 Translate these sentences into English.**

- a Intenté comprar huevos, pero no había en las tiendas.
- b Tomar el sol durante las horas más calientes del día es muy peligroso.
- c Miles de estudiantes participaron en la manifestación anoche.
- d He perdido mis llaves; creo que podrían estar detrás del armario.
- e Escribió un informe sobre el impacto del calentamiento global. 10 marks

**6 Translate these sentences into English.**

- a Mis hermanos se peleaban mucho cuando eran jóvenes.
- b El teclado está roto. Tendré que pedir un nuevo portátil.
- c Acaban de quejarse al dueño de los problemas en el piso.
- d El pueblo todavía huele a humo, después del incendio.
- e La película tuvo mucho éxito y ganó varios premios. 10 marks

**Consejo**



When translating sentences, do not offer alternatives (i.e. leave two possible translations for the examiner to choose from). You must decide which version to go with and cross out the other.



**1 Translate the following sentences into Spanish.**

- a My city is in the south of the country.
- b You will get on very well with my family.
- c They used to play basketball in the park on Sundays.
- d I am very hungry. At what time are we going to eat?
- e My sister is very clever; she would like to study law.

10 marks

**Consejo**

It is a good idea to learn a group of phrases that use *tener* in Spanish, where in English we use 'to be'. Some of these are: *tener hambre* (to be hungry), *tener sed* (to be thirsty), *tener calor / frío* (to be hot / cold), *tener razón* (to be right) and *tener suerte* (to be lucky).

**Either Question 2.1 or Question 2.2****2.1 You post your ideas on healthy living on a Spanish blog.**

**Write approximately 90 words in Spanish. You must write something about each bullet point.**

Mention:

- what you think of school meals
- the sport or exercise you did last week
- what meals you are going to have this weekend.

15 marks

**2.2 Your Spanish friend Oliver is coming to stay and will spend a day with you in school. Write to tell him about it.**

**Write approximately 90 words in Spanish. You must write something about each bullet point.**

Mention:

- what you think about the school and its facilities
- a trip you went on with school
- what Oliver will do in school when he visits.

15 marks

**Consejo**

Each time you make a point in the writing task, try to extend your answer by adding extra information such as an opinion and / or a reason. For instance, when you say what you think about your school, say why. You could even add what you would like to have in your school.



Either Question 3.1 or Question 3.2

**3.1 You enter a Spanish writing competition about fame and famous people.**

**Write approximately 150 words in Spanish.  
You must write something about both bullet points.**

Mention:

- the advantages and disadvantages of being famous
- a celebrity that you admired when you were younger.

25 marks

**3.2 You are writing an article for a Spanish magazine called *Estudiar y trabajar*.**

**Write approximately 150 words in Spanish.  
You must write something about both bullet points.**

Describe:

- how your studies are going
- your ambitions for study and work in the future.

25 marks

**Consejo**



Keep an eye on your word count. It is no advantage at all to write pages and pages – you are given a word guide of approximately 150 words. If you write lots more, you will rush and allow more errors to creep in.



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- *de, para, sin* + infinitive

#### 17 Expressions of time

- *antes de* and *después de*
- *desde hace*

#### 18 Conjunctions

#### 19 Numbers, days, dates and time

- Ordinal numbers
- Days and dates
- Time

#### 20 Verb tables



## Glossary of terms

### Adjectives *los adjetivos*

Words that describe somebody or something:

|                  |                 |
|------------------|-----------------|
| <i>pequeño</i>   | small           |
| <i>tranquilo</i> | quiet, peaceful |

### Adverbs *los adverbios*

Words that complement (add meaning to) verbs, adjectives or other adverbs:

|                   |        |
|-------------------|--------|
| <i>mal</i>        | badly  |
| <i>lentamente</i> | slowly |

### Articles *los artículos*

Short words used to introduce nouns:

|                      |           |
|----------------------|-----------|
| <i>un/una</i>        | a, an     |
| <i>unos/unas</i>     | some, any |
| <i>el/la/los/las</i> | the       |

### The infinitive *el infinitivo*

The verb form given in the dictionary:

|              |         |
|--------------|---------|
| <i>ir</i>    | to go   |
| <i>tener</i> | to have |

### Nouns *los nombres*

Words that identify a person, a place or a thing:

|              |        |
|--------------|--------|
| <i>madre</i> | mother |
| <i>casa</i>  | house  |

### Prepositions *las preposiciones*

Words used in front of nouns to give information about when, how, where, etc.:

|            |          |           |    |
|------------|----------|-----------|----|
| <i>con</i> | with     | <i>en</i> | in |
| <i>de</i>  | of, from |           |    |

### Pronouns *los pronombres*

Words used to replace nouns. For example, subject pronouns:

|           |     |             |     |
|-----------|-----|-------------|-----|
| <i>yo</i> | I   | <i>él</i>   | he  |
| <i>tú</i> | you | <i>ella</i> | she |

### Verbs *los verbos*

Words used to express an action or a state:

|                |          |
|----------------|----------|
| <i>trabajo</i> | I work   |
| <i>vive</i>    | he lives |

## 1 Nouns

### Masculine and feminine nouns

All Spanish nouns are either masculine or feminine.

- In the singular, masculine nouns are introduced with *el* or *un*:

|                 |                   |
|-----------------|-------------------|
| <i>el padre</i> | <b>the</b> father |
| <i>un libro</i> | <b>a</b> book     |

- Feminine singular nouns are introduced with *la* or *una*:

|                 |                   |
|-----------------|-------------------|
| <i>la madre</i> | <b>the</b> mother |
| <i>una mesa</i> | <b>a</b> table    |

- Some nouns have two different forms, masculine and feminine:

|                      |                  |
|----------------------|------------------|
| <i>un amigo</i>      | a male friend    |
| <i>una amiga</i>     | a female friend  |
| <i>un profesor</i>   | a male teacher   |
| <i>una profesora</i> | a female teacher |

- Some nouns stay the same for masculine and feminine.

|                   |                   |
|-------------------|-------------------|
| <i>el artista</i> | the male artist   |
| <i>la artista</i> | the female artist |

- Some nouns which relate to jobs such as **el jefe** (the boss) usually stay the same in the feminine form, i.e. **la jefa**. However, the use of feminised forms of the noun, in this instance **la jefa**, have become increasingly widespread.
- Infinitives can be used as nouns:  
**Leer es mi pasatiempo favorito.**  
Reading is my favourite hobby.
- The process of turning a verb or adjective into a noun is called nominalisation. Masculine adjectives are used for languages:  
francés → (el) francés (French)
- Adjectives of nationality follow the same pattern. The adjective must match the gender of the noun.  
**la inglesa** the English person (female)  
**los españoles** Spanish people
- Adding -ito or -ita to a noun changes the meaning of the noun to be 'little'.  
**librito** a little book



## Singular and plural forms

As in English, Spanish nouns can either be singular (one) or plural (more than one).

- Nouns ending in a vowel add **-s** for the plural.  
*un año* → **dos años**  
one year → two years
- Nouns ending in a consonant add **-es** for the plural.  
*un país* → **dos países**  
one country → two countries
- For nouns ending in **-z**, change the **z** to **c** and add **-es**:  
*una luz* → **dos luces**  
one light → two lights
- If a noun ends in **-ión**, drop the accent and add **-es**:  
*una situación* → **dos situaciones**  
one situation → two situations

## 2 Articles

### Definite articles: *el, la los, las* (the)

- The word for 'the' depends on whether the noun it goes with is masculine, feminine, singular or plural.

| masculine singular | feminine singular | masculine plural | feminine plural |
|--------------------|-------------------|------------------|-----------------|
| el                 | la                | los              | las             |

*el abuelo* the grandfather  
*la fruta* the fruit  
*los billetes* the tickets  
*las palabras* the words

- When the masculine singular definite article *el* follows the prepositions *de* (from, of) and *a* (at, to), the *e* is omitted to form **del** and **al**.  
*¿Cómo vas **al** instituto?* How do you get to school?  
*cerca **del** mar* near the sea

### Indefinite articles: *un, una, unos, unas* (a, an, some)

- The word for 'a / an' and 'some' also depends on whether the noun it goes with is masculine or feminine, singular or plural.

| masculine singular | feminine singular | masculine plural | feminine plural |
|--------------------|-------------------|------------------|-----------------|
| un                 | una               | unos             | unas            |

*un avión* a plane  
*una bicicleta* a bicycle  
*unos coches* some cars

- When talking about jobs, *un* and *una* are not used in Spanish where 'a' or 'an' is used in English.  
*Mi padre es electricista.* My father's an electrician.
- Spanish uses the definite article more than English, particularly for general statements, or where the noun relates to a concept:  
***La educación es importante.*** Education is important.

### The neuter article: *lo*

- Use *lo* with an adjective to mean 'the ... thing'. The adjective after *lo* is always masculine and singular.  
***lo importante*** the important thing
- Use it with an adjective + *es que*:  
***Lo bueno es que hay fruta fresca.***  
**The good thing is that** there is fresh fruit.
- Use it with an adjective + *es* + an infinitive:  
***Lo importante es comer comida sana.***  
**The important thing is** to eat healthy food.

## 3 Adjectives

### Feminine and masculine, singular and plural adjectives

In Spanish, adjectives have different endings depending on whether they describe masculine, feminine, singular or plural nouns:

- The masculine singular form usually ends in **-o**:  
*El barco es blanco.* The boat is white.
- If the noun is feminine singular, the adjective will usually end in **-a**:  
*Mi hermana es tranquila.* My sister is quiet.
- Add **-s** to the masculine adjective if the noun is masculine plural:  
*Los barcos son blancos.* The boats are white.
- Add **-s** to the feminine adjective if the noun is feminine plural:  
*Mis hermanas son tranquilas.* My sisters are quiet.
- When an adjective describes a group of both masculine and feminine nouns, it has to be in the masculine plural form:  
*Mis padres son altos.* My parents are tall.



- There are exceptions: adjectives that end in *-e* don't change in the feminine:  
*un chico inteligente*                      an intelligent boy  
*una chica inteligente*                      an intelligent girl
- to form the plural, simply add an *-s*:  
*unos chicos inteligentes*                      some intelligent boys  
*unas chicas inteligentes*                      some intelligent girls
- Adjectives that end in *-ista* don't change in the masculine:  
*el chico optimista*                      the optimistic boy  
*la chica optimista*                      the optimistic girl
- to form the plural, simply add an *-s*:  
*unos chicos optimistas*                      some optimistic boys  
*unas chicas optimistas*                      some optimistic girls
- Adjectives that end in a consonant (except *r*) do not change in the feminine:  
*un avión azul*                      a blue plane  
*una camisa azul*                      a blue shirt
- to form the plural, add *-es*:  
*los aviones azules*                      the blue planes  
*las camisas azules*                      the blue shirts
- If an adjective ends in *-z*, change to *z* to *c* before adding *-es* to form the plural:  
*unos niños felices*                      some happy (little) boys  
*unas niñas felices*                      some happy (little) girls
- Adjectives of nationality often end in *-o* and follow the same rules as other adjectives ending in *-o*:  
*un chico mexicano*                      a Mexican boy  
*una chica mexicana*                      a Mexican girl  
*unos chicos mexicanos*                      some Mexican boys  
*unas chicas mexicanas*                      some Mexican girls
- For adjectives of nationality that end in a consonant, add *-a* for the feminine singular form, *-es* for the masculine plural form and *-as* for the feminine plural form:  
*un chico español*                      a Spanish boy  
*una chica española*                      a Spanish girl  
*unos chicos españoles*                      some Spanish boys  
*unas chicas españolas*                      some Spanish girls
- Attention! Some adjectives of nationality, such as *francés*, (French) behave like this:

| masculine singular | feminine singular | masculine plural | feminine plural  |
|--------------------|-------------------|------------------|------------------|
| <i>francés</i>     | <i>francesa</i>   | <i>franceses</i> | <i>francesas</i> |

- Also note that adjectives of nationality do not begin with a capital letter.
  - Spanish verbs 'to be', *ser* and *estar*, are used in different contexts. The usual rule is *ser* describes character, and *estar* an emotion.  
*Soy artístico.*                      I am artistic.  
*¿Estás nervioso?*                      Are you nervous?
- Sometimes the meaning of the adjective changes depending on the use of *ser* or *estar*.
- Es listo.*                      He's clever.  
*Está listo.*                      He's ready.
- Adding *-ísimo* or *-ísima* to an adjective means 'very' or 'extremely'. Sometimes to form the adjective you have to remove the *-o* / *-a* ending first.  
*peligrosísimo*                      very dangerous  
*facilísimo*                      very easy

### The position of adjectives

- Most adjectives follow the noun they describe:  
*una dieta sana*                      a **healthy** diet
- However, a few adjectives, such as *alguno*, *ninguno*, *primero*, *segundo*, *tercero*, *bueno* and *malo* come in front of the noun and lose their final *-o* when the following noun is masculine singular. Notice that an accent is sometimes needed to keep the stress on the correct syllable:  
*ningún deporte*                      no sport  
*ninguna idea*                      no idea
- The meaning of an adjective can change depending on whether it comes before or after a noun, for example, *único* which can mean 'only' or 'unique'.  
*Llevo una falda única.*                      I'm wearing a unique skirt.  
*Esa es mi única falda.*                      That's my only skirt.



## Comparatives and superlatives

- To make comparisons, use:  
*más ... que* more ... than, ...er than  
*Mi casa es **más pequeña** que la tuya.*  
 My house is **smaller than** yours.  
*La fruta es **más cara** en Inglaterra **que** en España.*  
 Fruit is **more expensive** in England **than** in Spain.  
*menos ... que* less ... than  
*Mi hermano es **menos alto** que mi padre.*  
 My brother is **less tall than** my father.  
*tan + ... + como* as ... as  
*Los tomates son **tan sanos como** las naranjas.*  
 Tomatoes are **as healthy as** oranges.
- For 'better than', use *mejor que*:  
***Es mejor** estudiar **que** trabajar.*  
 Studying is **better than** working.
- For 'worse than', use *peor que*:  
*Te pagan **peor que** en la ciudad.*  
 They pay **worse than** in the city.
- For superlatives, use:  
*el / la / los / las + más* the most, the ...est  
*Esta casa es **la más vieja** de la región.*  
 This house is **the oldest** in the area.  
*el / la / los / las + menos* the least  
*Este hotel es **el menos caro** de la región.*  
 This hotel is the least expensive in the area.

## Demonstrative adjectives: *este, esta, estos, estas; ese, esa, esos, esas; aquel, aquella, aquellos, aquellas* (this, that, these, those)

- Spanish has three groups of demonstrative adjectives: one group for 'this' and 'these' (*este, esta, estos, estas*), one for 'that' and 'those' (*ese, esa, esos, esas*), and one to indicate more distant things ('that / those over there' – *aquel, aquella, aquellos, aquellas*).

| this                    |                | these                    |                 |
|-------------------------|----------------|--------------------------|-----------------|
| <i>este</i>             | <i>esta</i>    | <i>estos</i>             | <i>estas</i>    |
| that (not very distant) |                | those (not very distant) |                 |
| <i>ese</i>              | <i>esa</i>     | <i>esos</i>              | <i>esas</i>     |
| that (more distant)     |                | those (more distant)     |                 |
| <i>aquel</i>            | <i>aquella</i> | <i>aquellos</i>          | <i>aquellas</i> |

***este** cine*                      **this** cinema  
***esa** estrella*                **that** star  
***aquellas** películas*       **those** films

## Indefinite adjectives: *cada, otro, todo, mismo, alguno, ninguno, algún, ningún*

- Although *cada* is an adjective, it never changes:  
***cada** sección*                      **each** section  
***cada** resultado*                   **each** result
- otro, todo* and *mismo* must agree with the noun they describe:  
***otra** ciudad*                      **another** city  
*la **misma** idea*                   the **same** idea  
***todo** el mundo*                  **all** the world (= everyone)  
***todas** las chicas*               **all** the girls  
*los **mismos** libros*              the **same** books
- alguno* means 'some' and *ninguno* means 'no, none'. They must agree with the noun they describe.  
***algunas** chicas*                  **some** girls  
***ningunos** estudiantes*       **no** students

They drop the -o ending and gain an accent when they are placed before a masculine singular noun:

***algún** pan*                          **some** bread  
***ningún** juego*                   **no** game

## Possessive adjectives

Possessive adjectives are used to demonstrate relations and that something belongs to someone:

*mi / mis*                              my  
*tu / tus*                              your  
*su / sus*                              his / her / its

- A possessive adjective must agree with the noun that follows it:  
***mi** padre*                              **my** father  
***mi** madre*                              **my** mother  
***mis** padres*                           **my** parents  
***tu** padre*                              **your** father  
***tu** madre*                              **your** mother  
***tus** padres*                           **your** parents  
***su** pie*                                  **his / her / its** foot  
***su** puerta*                              **his / her / its** door  
***sus** ventanas*                       **his / her / its** windows
- When the relation or possession is plural the adjectives are:  
*nuestro*                              our  
*vuestro*                              your  
*su / sus*                              their\*



They also must agree with the noun that follows them:

|                        |                       |
|------------------------|-----------------------|
| <b>nuestro</b> padre   | <b>our</b> father     |
| <b>nuestra</b> madre   | <b>our</b> mother     |
| <b>nuestros</b> padres | <b>our</b> parents    |
| <b>vuestro</b> padre   | <b>your</b> father    |
| <b>vuestra</b> madre   | <b>your</b> mother    |
| <b>vuestros</b> amigos | <b>your</b> friends   |
| <b>su</b> hermano      | <b>their</b> brother  |
| <b>su</b> hermana      | <b>their</b> sister   |
| <b>sus</b> profesores  | <b>their</b> teachers |

- Spanish doesn't have three different words for 'his', 'her' and 'its'. With a Spanish possessive adjective, what counts is whether the noun it describes is masculine, feminine, singular or plural. Like other adjectives, they agree with their noun.

## 4 Adverbs

Adverbs are used with a verb, an adjective or another adverb to express how, when, where, or to what extent something happens.

### Adverbs of manner

These adverbs describe how something happens. They are used placed directly after the verb.

- Many Spanish adverbs are formed by adding *-mente* (the equivalent of '-ly' in English) to the feminine form of the adjective:

| masculine adjective | feminine adjective | adverb                         |
|---------------------|--------------------|--------------------------------|
| <i>rápido</i>       | <i>rápida</i>      | <i>rápidamente</i> - quickly   |
| <i>tranquilo</i>    | <i>tranquila</i>   | <i>tranquilamente</i> - slowly |

- Some common adverbs are completely irregular:

|                    |                               |
|--------------------|-------------------------------|
| <i>bien</i>        | well                          |
| <i>Habla bien.</i> | He / She speaks <b>well</b> . |
| <i>mal</i>         | badly                         |
| <i>Come mal.</i>   | He / She eats <b>badly</b> .  |

### Adverbs of time

|                      |                        |
|----------------------|------------------------|
| <i>hoy</i>           | today                  |
| <i>mañana</i>        | tomorrow               |
| <i>ayer</i>          | yesterday              |
| <i>pasado mañana</i> | the day after tomorrow |
| <i>ahora</i>         | now                    |
| <i>ya</i>            | already                |

- Adverbs of time are usually placed at the beginning or end of a sentence:

*Ayer* yo fui al cine. **Yesterday** I went to the cinema.

¿Quieres ir conmigo **mañana**?

Do you want to go with me **tomorrow**?

### Adverbs of frequency

|                                  |                        |
|----------------------------------|------------------------|
| <i>a veces</i>                   | sometimes              |
| <i>frecuentemente / a menudo</i> | often                  |
| <i>siempre</i>                   | always                 |
| <i>raramente</i>                 | rarely, not very often |

### Adverbs of sequence

|                   |                  |
|-------------------|------------------|
| <i>antes</i>      | before           |
| <i>después</i>    | then, afterwards |
| <i>luego</i>      | next             |
| <i>por último</i> | finally          |

### Adverbs of place

Adverbs of place are positioned before the verb they are describing.

|                  |              |
|------------------|--------------|
| <i>dentro de</i> | inside       |
| <i>fuera de</i>  | outside      |
| <i>aquí</i>      | here         |
| <i>allí</i>      | (over) there |
| <i>lejos</i>     | far          |

### Quantifiers and intensifiers

- This group of adverbs (qualifying words) enables you to indicate intensity and quantity when you use an adjective or adverb:

|                  |                |
|------------------|----------------|
| <i>bastante</i>  | enough / quite |
| <i>demasiado</i> | too (much)     |
| <i>mucho</i>     | a lot          |
| <i>un poco</i>   | a little       |
| <i>muy</i>       | very           |

*La gramática es un poco complicada, pero es bastante interesante.*

Grammar is a bit complicated, but it's **quite** interesting.



## Interrogative adverbs

- Note that these words all have an accent when they are used as an interrogative.

|                  |        |
|------------------|--------|
| <i>¿cómo?</i>    | how?   |
| <i>¿cuándo?</i>  | when?  |
| <i>¿dónde?</i>   | where? |
| <i>¿por qué?</i> | why?   |

## 5 Pronouns

**Subject pronouns:** *yo, tú, él, ella, usted, nosotros, nosotras, vosotros, vosotras, ellos, ellas, ustedes* (I, you, he, she, it, we, they)

In Spanish, subject pronouns are usually only used with the verb to emphasise who or what performs the action.

|                                                     |
|-----------------------------------------------------|
| <i>yo</i> – I                                       |
| <i>tú</i> – you                                     |
| <i>él</i> – he / it                                 |
| <i>ella</i> – she / it                              |
| <i>usted</i> – you (formal)                         |
| <i>nosotros</i> – we (m) <i>nosotras</i> – we (f)   |
| <i>vosotros</i> – you (m) <i>vosotras</i> – you (f) |
| <i>ellos</i> – they (m)                             |
| <i>ellas</i> – they (f)                             |
| <i>ustedes</i> – you (formal plural)                |

**Ella** es estudiante, pero **él** ha acabado de estudiar.

**She** is a student, but **he** has finished studying.

- In Spanish there are two ways to translate 'you': *tú* (plural: *vosotros*) and *usted* (plural: *ustedes*).

Use *tú* when talking to someone (one person) of your own age or to someone in your family.

Use *vosotros* when talking to more than one person of your own age or to your relatives.

Use *usted* when talking to an adult not in your family (e.g. your teacher).

Use *ustedes* when talking to more than one adult not in your family.

**Direct object pronouns:** *me, te, lo / la, nos, os, los / las*

Direct object pronouns replace a noun that is not the subject of the verb.

| singular                         | plural                        |
|----------------------------------|-------------------------------|
| <i>me</i> – me                   | <i>nos</i> – us               |
| <i>te</i> – you                  | <i>os</i> – you               |
| <i>lo</i> – him / it (masculine) | <i>los</i> – them (masculine) |
| <i>la</i> – her / it (feminine)  | <i>las</i> – them (feminine)  |

- These pronouns come in front of the verb, unlike in English:  
**Los** compré en Barcelona. I bought **them** in Barcelona.
- If there are two verbs in a construction, the direct object pronoun can go before the first verb or it can attach to the second verb.  
**Lo** puedes comprar en Barcelona.  
You can buy **it** in Barcelona.  
Puedes comprar**lo** en Barcelona  
You can buy **it** in Barcelona.
- A positive imperative form of the verb attaches the direct object pronoun to the end of it, usually with an accent placed on the first vowel:  
**¡Cómpralos!** Buy **them!**

**Indirect object pronouns:** *me, te, le, nos, os, les*

Indirect object pronouns are used to replace a noun which is not the direct object of the verb.

| singular                        | plural                 |
|---------------------------------|------------------------|
| <i>me</i> – (to) me             | <i>nos</i> – (to) us   |
| <i>te</i> – (to) you            | <i>os</i> – (to) you   |
| <i>le</i> – (to) him / her / it | <i>les</i> – (to) them |

**Les** dio mil euros. **Le** escribieron para darle las gracias.

He gave **them** a thousand euros. They wrote **to him** to thank **him**.

- If there are two verbs in a construction, the indirect object pronoun can go before the first verb, or it can attach to the second verb.  
*Quiero dar**les** mil euros.*  
I want to give **them** a thousand euros.  
**Le** puedo ayudar. I can help **him**.
- A positive imperative form of the verb attaches the direct object pronoun to the end of it, usually with an accent placed on the first vowel:  
*Si no puedes hacerlo, **dámelo**.*  
If you can't do it, **give it** to me.
- Note that when two pronouns are used together in the same sentence, the indirect object pronoun always comes before the direct object pronoun.  
*Tengo un móvil. Mis padres **me lo** regalaron por mi cumpleaños.*  
I have a mobile. My parents gave **it to me** for my birthday.  
*me* – indirect object pronoun, *lo* – direct object pronoun



### Reflexive pronouns: *me, te, se, nos, os, se*

Reflexive pronouns are used in Spanish when the subject and object of the verb are the same. They come before the verb.

| singular                                                | plural                                      |
|---------------------------------------------------------|---------------------------------------------|
| <i>me</i> – myself                                      | <i>nos</i> – ourselves                      |
| <i>te</i> – yourself (informal)                         | <i>os</i> – yourselves (informal)           |
| <i>se</i> – himself, herself, itself, yourself (formal) | <i>se</i> – themselves, yourselves (formal) |

*Me lavo.* I am washing **myself**.

- If there are two verbs in a construction, the reflexive pronoun can go before the first verb or it can attach to the second verb.

*Se debe lavar → Debe lavarse.*

One should wash (themselves).

- A positive imperative form of the verb attaches the reflexive pronoun to the end of it, usually with an accent placed on the first vowel:

*¡Lávate!* Wash **yourself**!

### Interrogative pronouns: *cuánto, cuál, quién*

- As in English, interrogative pronouns usually come at the beginning of a sentence:

*¿Cuántas personas viven en la casa?*

**How many** people live in the house?

*¿Cuál de estas preguntas es más difícil?*

**Which** one of these questions is harder?

*¿Cuáles prefieres?* **Which ones** do you prefer?

*¿Qué quieres?* **What** do you want?

*¿Quién habla?* **Who** is speaking?

*¿Quiénes son?* **Who** are they?

- However, if a preposition is used with the interrogative, it is the preposition which comes first:

*¿Con **quién** vas a la fiesta?*

**Who** are you going to the party with?

### Indefinite pronouns: *algo, alguien, alguno, ninguno*

- The Spanish for 'something' is *algo*:  
*¿Quieres **algo** de comer?*  
Do you want **something** to eat?
- The Spanish for 'someone' is *alguien*:  
*Busco a **alguien**.* I'm looking for **someone**.

- The Spanish for 'some' or 'any' is *alguno*:  
*Muchas de mis asignaturas son fáciles pero **algunas** son difíciles.*  
Many of my subjects are easy but **some** are difficult.
- The Spanish for 'none' is *ninguno*:  
***Ninguno** de ellos me preguntaron.*  
**None** of them asked me.

### Relative pronouns: *que, lo que, el cual, la cual, los cuales, las cuales*

Relative pronouns are used to link phrases together.

- que* is used as the subject of the relative clause. It can refer to people and things, and means 'who', 'that' or 'which':  
*el amigo **que** vive en Barcelona*  
the friend **who** lives in Barcelona
- Remember that *que* is not optional. Although it is often not translated in English, you cannot leave it out in Spanish.  
*La película **que** estaba viendo era muy divertida.*  
The film (**that**) I was watching was very funny.
- Use *lo que* to refer to a general idea:  
***Lo que** me gusta de mi barrio es que hay un centro comercial.*  
**What** I like about my neighbourhood is that there is a shopping centre.
- The pronouns *el que, la que, los que, las que* (note the necessary agreement with singular, plural, masculine and feminine nouns) are used after prepositions, to refer to both people and things:  
*Mi hermana, **la que** es peluquera, vive en Madrid.*  
My sister, **the one who** is a hairdresser, lives in Madrid.
- el cual, la cual, los cuales, las cuales* are relative pronouns that can be used in place of *el que, la que, los que* and *las que*. They are not used in everyday conversation and tend to be used more in formal written Spanish:  
*Me queda un poco de dinero, **el cual** no quiero gastar.*  
I have a little money left, **which** I don't want to spend.

### Disjunctive pronouns: *mí, ti, él, ella, usted, nosotros, nosotras, vosotros, vosotras, ellos, ellas, ustedes*

These are also called emphatic pronouns.

- Use them for emphasis:  
***Para mí**, las vacaciones de invierno son las más divertidas.*  
**For me**, winter holidays are the most fun.



- Use them after a preposition:  
**A mí** no me gusta el pescado.      **Me**, I don't like fish.
- To say 'with me', 'with you (tú)' there is a special form:  
conmigo      with me  
contigo      with you  
Mi hermano viene **conmigo**.  
My brother is coming **with me**.

## Possessive pronouns

A possessive pronoun is used to replace a possessive adjective and its noun.

¿Ése es su perro?      No, no es el **suyo**.  
Is that their dog?      No, it isn't **theirs**.

| masculine singular | feminine singular | masculine plural | feminine plural |                  |
|--------------------|-------------------|------------------|-----------------|------------------|
| mío                | mía               | míos             | mías            | mine             |
| tuyo               | tuya              | tuyos            | tuyas           | yours            |
| suyo               | suya              | suyos            | suyas           | his / hers / its |
| nuestro            | nuestra           | nuestros         | nuestras        | ours             |
| vuestro            | vuestra           | vuestros         | vuestras        | yours            |
| suyo               | suya              | suyos            | suyas           | theirs           |

Use possessive pronouns with the definite article *el / la / los / las* and remember that they must agree with the noun they replace.

Me gusta más la casa de Julia que **la mía**.  
I like Julia's house more than **mine**.

## Relative clauses using wh- pronouns: *cuando, donde*

You can link phrases together with the question words *cuando* and *donde*.

Me compré un vestido **cuando** fui de compras.  
I bought a dress **when** I went shopping.  
Fui a un café **donde** tomé un bocadillo.  
I went to a restaurant **where** I had a sandwich.

## Demonstrative pronouns: *esto, eso, aquello*

There are also three neutral demonstrative pronouns: *esto, eso* and *aquello*. These do not agree in number or gender with a noun because they represent an idea rather than a person or a thing:

**Eso** es cierto. **That's** true.  
Martina es demasiado habladora. No me gusta **eso**.  
Martina is too talkative. I don't like **that**.

## 6 Verbs

- Spanish verbs have different endings depending on who is doing the action and whether the action takes place in the past, the present or the future. The verb tables at the end of the grammar section set out the patterns of endings for some useful verbs.
- When using a name or a singular noun instead of a pronoun, use the same form of the verb as for *él / ella*:  
Jamie **habla** español.      Jamie **speaks** Spanish.
- When using two names or a plural noun, use the same form of the verb as for *ellos / ellas*:  
Laura y Javier **viven** en Sevilla.  
Laura and Javier **live** in Seville.
- When referring to yourself and someone else, use the same form of the verb as for *nosotros*:  
Laura y yo **vamos** a Madrid.  
Laura and I **are going** to Madrid.

## The infinitive

The infinitive is the form of the verb you find in a dictionary, e.g. *hablar, comer, vivir*. It never changes.

- When two verbs follow each other, the second one is always in the infinitive.  
**Me gusta dormir bien.**      **I like to sleep** well.  
**Prefiero salir con mis amigos.**  
**I prefer to go out** with my friends.
- *ir a + infinitive* is a useful expression meaning 'to be going to do something' in the immediate future. The verb *ir* is conjugated, but the second verb will remain in the infinitive. The preposition *a* is always used:  
**Voy a visitar España.**      **I am going to visit** Spain.
- *llegar a + infinitive* means 'to manage to' or 'to succeed in'.  
**Llegaré a ver el efecto.**      **I will get to see** the effect.
- *acabar de + infinitive* means 'to have just done something very recently'. Note that the preposition *de* is needed in this expression.  
**Acabas de invitar a muchos amigos.**  
**You have just invited** many friends.



## 7 Verb tenses

### The present indicative

- Use the present tense to describe:  
something that is taking place now:  
**Como** una manzana. **I am eating** an apple.  
something that happens regularly:  
**Voy** al cine muy a menudo. **I often go** to the cinema.
- Verb endings change depending on who is doing the action:  
*Mi amigo **habla** español.* My friend **speaks** Spanish.  
***Hablamos** inglés.* We **speak** English.
- Most verbs follow a regular pattern, as in the table below. See the verb tables on pages 194–197 for irregular verb forms.

|                        | <b>-ar verbs</b>         | <b>-er verbs</b>      | <b>-ir verbs</b>       |
|------------------------|--------------------------|-----------------------|------------------------|
|                        | <i>hablar</i> – to speak | <i>comer</i> – to eat | <i>vivir</i> – to live |
| <b>(yo)</b>            | <i>hablo</i>             | <i>como</i>           | <i>vivo</i>            |
| <b>(tú)</b>            | <i>hablas</i>            | <i>comes</i>          | <i>vives</i>           |
| <b>(él / ella)</b>     | <i>habla</i>             | <i>come</i>           | <i>vive</i>            |
| <b>(nosotros)</b>      | <i>hablamos</i>          | <i>comemos</i>        | <i>vivimos</i>         |
| <b>(vosotros)</b>      | <i>habláis</i>           | <i>coméis</i>         | <i>vivís</i>           |
| <b>(ellos / ellas)</b> | <i>hablan</i>            | <i>comen</i>          | <i>viven</i>           |

Other **-ar** verbs:

|                |           |
|----------------|-----------|
| <i>ayudar</i>  | to help   |
| <i>ganar</i>   | to win    |
| <i>invitar</i> | to invite |
| <i>tocar</i>   | to play   |

Other **-er** verbs:

|                 |            |
|-----------------|------------|
| <i>deber</i>    | to owe     |
| <i>proteger</i> | to protect |

Other **-ir** verbs:

|                 |            |
|-----------------|------------|
| <i>producir</i> | to produce |
| <i>salir</i>    | to go out  |

A few common verbs have an irregular first person in the present tense:

|                             |                                 |
|-----------------------------|---------------------------------|
| <i>dar</i> → <i>doy</i>     | <i>ser</i> → <i>soy</i>         |
| <i>decir</i> → <i>digo</i>  | <i>tener</i> → <i>tengo</i>     |
| <i>estar</i> → <i>estoy</i> | <i>venir</i> → <i>vengo</i>     |
| <i>hacer</i> → <i>hago</i>  | <i>conocer</i> → <i>conozco</i> |
| <i>poner</i> → <i>pongo</i> | <i>parecer</i> → <i>parezco</i> |
| <i>saber</i> → <i>sé</i>    | <i>coger</i> → <i>cojo</i>      |
| <i>salir</i> → <i>salgo</i> |                                 |

### Radical-changing verbs

- The biggest group of Spanish irregular verbs is called radical-changing, or stem-changing verbs. The first part of the verb changes when stressed:

In one type, *u* changes to *ue*

*jugar* – to play

|               |                |
|---------------|----------------|
| <i>juego</i>  | <i>jugamos</i> |
| <i>juegas</i> | <i>jugáis</i>  |
| <i>juega</i>  | <i>juegan</i>  |

In another type, *o* changes to *ue*

*poder* – to be able to

|               |                |
|---------------|----------------|
| <i>puedo</i>  | <i>podemos</i> |
| <i>puedes</i> | <i>podéis</i>  |
| <i>puede</i>  | <i>pueden</i>  |

In another type, *e* changes to *ie*

*preferir* – to prefer

|                  |                   |
|------------------|-------------------|
| <i>prefiero</i>  | <i>preferimos</i> |
| <i>prefieres</i> | <i>preferís</i>   |
| <i>prefiere</i>  | <i>prefieren</i>  |

The changes do not happen in the *nosotros* and *vosotros* parts of the verb, because the stress is not on the stem.



## The gerund

- The gerund (or present participle) is formed by replacing the infinitive verb ending *-ar* with *-ando*, and the *-er* and *-ir* verb endings with *-iendo*:  
*hablar* → *hablando*

*Estoy hablando.* I am  **talking**.

*comer* → *comiendo*

*¿Qué estás comiendo?* What are you  **eating**?

*salir* → *saliendo*

*Ana está saliendo.* Ana is  **going out**.

Some irregular gerunds are:

*dormir* → *durmiendo*

*preferir* → *prefiriendo*

*leer* → *leyendo*

*sentir* → *sintiendo*

*oír* → *oyendo*

*vestir* → *vistiendo*

Note that where in English we often use the gerund of a verb in sentences like:

I love **swimming**. My brother prefers **going** on bike rides.  
Spanish uses the infinitive.

*Me gusta nadar. Mi hermano prefiere dar paseos en bici.*

The gerund is also used to convey ongoing actions in the present.

- seguir* + gerund means 'to continue' or 'to still be' doing something. The verb 'seguir' is conjugated, and the second verb is in the present participle.

*Sigo estudiando español.*

**I am still studying** Spanish.

- llevar* + time period + gerund means 'to have been doing something' for a certain amount of time. The verb *llevar* is conjugated, and the time period is specified, followed by the present participle.

*Llevo dos años estudiando medicina.*

**I have been studying** medicine **for two years**.

## The present continuous

The present continuous tense is the Spanish equivalent of the English form 'I am ...ing, you are ...ing' etc. It indicates something that is happening at the time of speaking. It is formed by adding the gerund to the present tense of *estar*:

*¿Qué estás leyendo?* What  **are you reading**?

*Estoy leyendo un libro estupendo.*

**I'm reading** a fantastic book.

## The preterite

- Use the preterite tense to talk about a single, completed event in the past.

*Por la tarde recibí un mensaje de mi amiga.*

In the afternoon **I got** a message from my friend.

Regular verbs:

To form the preterite tense, remove the infinitive endings, *-ar*, *-er* or *-ir* to leave the stem, then add the following endings:

|                 | <i>-ar verbs</i>         | <i>-er verbs</i>      | <i>-ir verbs</i>       |
|-----------------|--------------------------|-----------------------|------------------------|
|                 | <i>hablar</i> – to speak | <i>comer</i> – to eat | <i>vivir</i> – to live |
| (yo)            | <i>hablé</i>             | <i>comí</i>           | <i>viví</i>            |
| (tú)            | <i>hablaste</i>          | <i>comiste</i>        | <i>viviste</i>         |
| (él / ella)     | <i>habló</i>             | <i>comió</i>          | <i>vivió</i>           |
| (nosotros)      | <i>hablamos</i>          | <i>comimos</i>        | <i>vivimos</i>         |
| (vosotros)      | <i>hablasteis</i>        | <i>comisteis</i>      | <i>vivisteis</i>       |
| (ellos / ellas) | <i>hablaron</i>          | <i>comieron</i>       | <i>vivieron</i>        |

Note that the endings for *-er* and *-ir* verbs are the same.

- Some regular verbs have spelling changes in the first person in the preterite tense. These changes are there in order to keep the consonant sounds the same:

*empezar* → *empecé* to begin → I began

*jugar* → *jugué* to play → I played

*sacar* → *saqué* to take → I took out

*tocar* → *toqué* to play (instrument) → I played

- Irregular verbs:

Some common Spanish verbs are irregular in the preterite tense: *ser* and *estar*, *hacer*, *ir*, *poner*, *tener* and *ver*. The verb tables on pages 178–181 set out the patterns for these. The verbs *ser* (to be) and *ir* (to go) are the same in the preterite and you have to use the context to work out which verb is being used:

*fui* I was / went

*fuiste* you were / went

*fue* he / she / it, you was / were / went

*fuimos* we were / went

*fuisteis* you were / went

*fueron* they, you were / went

*Por la mañana fuimos al partido.*

**We went** to the match in the morning.

*El ambiente en el estadio fue fantástico.*

The atmosphere in the stadium **was** fantastic.



## The present perfect

- Use the present perfect tense to say what you have done recently:  
**He comprado** un móvil. **I've bought** a mobile phone.

- The perfect tense is formed with the present tense of *haber* (to have) plus the past participle:

*haber* – to have

|            |               |
|------------|---------------|
| <i>he</i>  | <i>hemos</i>  |
| <i>has</i> | <i>habéis</i> |
| <i>ha</i>  | <i>han</i>    |

To form the past participle add *-ado* to the stem of *-ar* verbs and *-ido* to the stem of *-er* and *-ir* verbs.

|                                |                   |
|--------------------------------|-------------------|
| <i>hablar</i> → <b>hablado</b> | to live → lived   |
| <i>comer</i> → <b>comido</b>   | to speak → spoken |
| <i>vivir</i> → <b>vivido</b>   | to eat → eaten    |

*Este marzo he ido a Valencia a ver la fiesta.*

This March **I went** to Valencia to see the fiesta.

Some Spanish verbs have irregular past participles.

Here are some common ones:

|                               |                          |
|-------------------------------|--------------------------|
| <i>decir</i> → <i>dicho</i>   | to say → said            |
| <i>hacer</i> → <i>hecho</i>   | to make → made           |
| <i>volver</i> → <i>vuelto</i> | to come back → came back |
| <i>poner</i> → <i>puesto</i>  | to put → put             |
| <i>ver</i> → <i>visto</i>     | to see → saw / seen      |

*Ya hemos visto esta película.*

**We have** already **seen** this film.

## The imperfect

- Use the imperfect tense to say what was happening at a certain time in the past:

**Trabajaba** entonces en Madrid.

At that time **I was working** in Madrid.

- To describe something that used to happen regularly in the past:

**Iba** al cine todos los sábados.

**I used to go** to the cinema every Saturday.

- To form the imperfect tense of regular verbs, add the following endings to the stem of the verb:

|                        | <b>-ar verbs</b>         | <b>-er verbs</b>      | <b>-ir verbs</b>       |
|------------------------|--------------------------|-----------------------|------------------------|
|                        | <i>hablar</i> – to speak | <i>comer</i> – to eat | <i>vivir</i> – to live |
| <b>(yo)</b>            | <i>hablaba</i>           | <i>comía</i>          | <i>vivía</i>           |
| <b>(tú)</b>            | <i>hablabas</i>          | <i>comías</i>         | <i>vivías</i>          |
| <b>(él / ella)</b>     | <i>hablaba</i>           | <i>comía</i>          | <i>vivía</i>           |
| <b>(nosotros)</b>      | <i>hablábamos</i>        | <i>comíamos</i>       | <i>vivíamos</i>        |
| <b>(vosotros)</b>      | <i>hablabais</i>         | <i>comíais</i>        | <i>vivíais</i>         |
| <b>(ellos / ellas)</b> | <i>hablaban</i>          | <i>comían</i>         | <i>vivían</i>          |

*En los cumpleaños siempre preparábamos una cena especial.*

- We always used to prepare** a special meal for birthdays.
- Three common Spanish verbs are irregular in the imperfect tense: *ser*, *ir* and *ver*:

|                        | <b>ser – to be</b> | <b>ir – to go</b> | <b>ver – to see</b> |
|------------------------|--------------------|-------------------|---------------------|
| <b>(yo)</b>            | <i>era</i>         | <i>iba</i>        | <i>veía</i>         |
| <b>(tú)</b>            | <i>eras</i>        | <i>ibas</i>       | <i>veías</i>        |
| <b>(él / ella)</b>     | <i>era</i>         | <i>iba</i>        | <i>veía</i>         |
| <b>(nosotros)</b>      | <i>éramos</i>      | <i>íbamos</i>     | <i>veíamos</i>      |
| <b>(vosotros)</b>      | <i>erais</i>       | <i>ibais</i>      | <i>veíais</i>       |
| <b>(ellos / ellas)</b> | <i>eran</i>        | <i>iban</i>       | <i>veían</i>        |

*Después de la cena íbamos a la iglesia a celebrar la Misa de Gallo a medianoche.*

After the meal **we used to go** to church to celebrate Midnight Mass.

## The imperfect continuous

The imperfect continuous tense is used to describe an ongoing action more vividly. It is formed using the imperfect of *estar* and the gerund:

**Estaba comiendo** cuando llegó mi hermano.

**I was eating** when my brother arrived.



## Preterite or imperfect?

To help you decide between the preterite and the imperfect:

Remember that the following time expressions describe a single, completed action and should be used with the preterite:

|                         |                 |
|-------------------------|-----------------|
| <i>ayer</i>             | yesterday       |
| <i>el otro día</i>      | the other day   |
| <i>la semana pasada</i> | last week       |
| <i>hace tres años</i>   | three years ago |

These time expressions indicate a repeated action and are used with the imperfect:

|                       |            |
|-----------------------|------------|
| <i>siempre</i>        | always     |
| <i>frecuentemente</i> | frequently |
| <i>a veces</i>        | sometimes  |
| <i>todos los días</i> | every day  |

## The immediate future

- Use the present tense of *ir* + *a* followed by an infinitive to say what you are going to do or what is going to happen:

**Voy a continuar** trabajando hasta los 65 años.

**I'm going to carry on** working until the age of 65.

- To talk about possibility in the immediate future, use *si*. *Si sigues estos consejos, **vas a salvar** a uno o más árboles.*

If you follow this advice, **you are going to save** one or more trees.

## The future

- The future tense expresses what will happen or will be happening in the future:

*En el futuro, las especies en peligro de extinción **desaparecerán** por completo.*

In the future, endangered species **will disappear** completely.

- You can also use *si* to talk about possibility in the future.

*Si sigues estos consejos, **podrás ahorrar** 57.000 litros de agua.*

If you follow this advice, **you will save** 57,000 litres of water.

- To form the future tense, add the correct ending to the infinitive of the verb:

|                 | <b>-ar verbs</b>         | <b>-er verbs</b>      | <b>-ir verbs</b>       |
|-----------------|--------------------------|-----------------------|------------------------|
|                 | <i>hablar</i> – to speak | <i>comer</i> – to eat | <i>vivir</i> – to live |
| (yo)            | <b>hablaré</b>           | <b>comeré</b>         | <b>viviré</b>          |
| (tú)            | <b>hablarás</b>          | <b>comerás</b>        | <b>vivirás</b>         |
| (él / ella)     | <b>hablará</b>           | <b>comerá</b>         | <b>vivirá</b>          |
| (nosotros)      | <b>hablaremos</b>        | <b>comeremos</b>      | <b>viviremos</b>       |
| (vosotros)      | <b>hablaréis</b>         | <b>comeréis</b>       | <b>viviréis</b>        |
| (ellos / ellas) | <b>hablarán</b>          | <b>comerán</b>        | <b>vivirán</b>         |

- A few verbs have an irregular stem in the future (see the verb tables on pages 178–181), but all have the same future endings:

*hacer* – to do      *haré, harás, hará, haremos, haréis, harán*

*poder* – to be able      *podré, etc.*

*poner* – to put      *pondré, etc.*

*tener* – to have      *tendré, tendrás, tendrá, tendremos, tendréis, tendrán*

*haber (hay)* – there is / are *habrá*

## The conditional

- You use the conditional in Spanish when 'would' is used in English:

**Me gustaría ir a Perú.**      **I would like to go** to Peru.

**Sería una oportunidad fantástica.**

**It would be** a fantastic opportunity.

- The conditional has the same stem as the future tense and the same endings as the imperfect tense of *-er* and *-ir* verbs:

|                 | <b>-ar verbs</b>         | <b>-er verbs</b>      | <b>-ir verbs</b>       |
|-----------------|--------------------------|-----------------------|------------------------|
|                 | <i>hablar</i> – to speak | <i>comer</i> – to eat | <i>vivir</i> – to live |
| (yo)            | <b>hablaría</b>          | <b>comería</b>        | <b>viviría</b>         |
| (tú)            | <b>hablarías</b>         | <b>comerías</b>       | <b>vivirías</b>        |
| (él / ella)     | <b>hablaría</b>          | <b>comería</b>        | <b>viviría</b>         |
| (nosotros)      | <b>hablaríamos</b>       | <b>comeríamos</b>     | <b>viviríamos</b>      |
| (vosotros)      | <b>hablaríais</b>        | <b>comeríais</b>      | <b>viviríais</b>       |
| (ellos / ellas) | <b>hablarían</b>         | <b>comerían</b>       | <b>vivirían</b>        |



As the conditional tense uses the same stem as the future tense, the irregular stems are exactly the same as the future tense irregulars.

### The imperative

- Use the imperative to give advice or instructions. They are either informal (*tú / vosotros*) or formal (*usted / ustedes*).
- To form positive commands with regular verbs: For *tú*, simply use the *tú* form of the verb, but without the final *-s*:

**Come** mucha fruta.      **Eat** a lot of fruit.  
**Compra** aquel vestido.      **Buy** that dress.

For the *vosotros* form, remove the *-r* from the end of the infinitive and replace it with *-d*:

**Escuchad** con atención.      **Listen** carefully.  
**Escribid** la carta.      **Write** the letter.

*Usted* and *ustedes* use the third person of the present subjunctive:

**Hable** inglés.      **Speak** English.  
**Coman** las patatas fritas.      **Eat** the chips.

Here are some common irregular imperative forms:

|              | tú         | vosotros     | usted        | ustedes       |
|--------------|------------|--------------|--------------|---------------|
| <i>decir</i> | <i>di</i>  | <i>decid</i> | <i>diga</i>  | <i>digan</i>  |
| <i>hacer</i> | <i>haz</i> | <i>haced</i> | <i>haga</i>  | <i>hagan</i>  |
| <i>ir</i>    | <i>ve</i>  | <i>id</i>    | <i>vaya</i>  | <i>vayan</i>  |
| <i>ser</i>   | <i>sé</i>  | <i>sed</i>   | <i>sea</i>   | <i>sean</i>   |
| <i>tener</i> | <i>ten</i> | <i>tened</i> | <i>tenga</i> | <i>tengan</i> |
| <i>venir</i> | <i>ven</i> | <i>venid</i> | <i>venga</i> | <i>vengan</i> |
| <i>poner</i> | <i>pon</i> | <i>poned</i> | <i>ponga</i> | <i>pongan</i> |
| <i>salir</i> | <i>sal</i> | <i>salid</i> | <i>salga</i> | <i>salgan</i> |

### The subjunctive

- The subjunctive is a form of the verb that is used when there is an element of wishing or doubt.
- It is also used in certain set expressions of surprise or exclamation:

¡Viva la Reina!      Long live the Queen!  
 ¡Que aproveche!      Enjoy your meal!

- Some verbal expressions are followed by the subjunctive:  
 Wishes, advice and requests such as *querer que*, *pedir que*, *decir que*.

**Mi madre no quiere que salga** con ese chico.

**My mother doesn't want me to go out** with that boy.

Emotional reactions: joy, hope, sorrow, anger, fear such as *me gusta que*, *siento que*:

**Tengo miedo de que me esté** buscando.

**I'm afraid that she is** looking for me.

Doubt, uncertainty, possibility such as *es posible que*, *es probable que*, *no es cierto que*:

**No es posible que yo venga** ahora.

**It's not possible that I will come** now.

Expressions of purpose: *para que*, *a menos que*:

*Te prestaré dinero para que puedas* ir de vacaciones.

I'll lend you some money **so you can go** on holiday.

Conjunctions of time – *cuando*, *hasta que* – when they refer to the future:

**Cuando vengas** vamos a hacer la fiesta.

**When you come** we'll have a party.

- To form the present subjunctive, take the *yo* form of the present tense of the verb and replace the *-o* ending with the following endings:

|             | -ar verbs                   | -er verbs                | -ir verbs                 |
|-------------|-----------------------------|--------------------------|---------------------------|
|             | <i>hablar</i> –<br>to speak | <i>comer</i> –<br>to eat | <i>vivir</i> –<br>to live |
| (yo)        | <i>hable</i>                | <i>coma</i>              | <i>viva</i>               |
| (tú)        | <i>hables</i>               | <i>comas</i>             | <i>vivas</i>              |
| (él / ella) | <i>hable</i>                | <i>coma</i>              | <i>viva</i>               |

## 8 Reflexive verbs

Reflexive verbs have a reflexive pronoun in front of the verb:

|                 |                     |                                   |
|-----------------|---------------------|-----------------------------------|
| (yo)            | <i>me quejo</i>     | I complain                        |
| (tú)            | <i>te quejas</i>    | you complain                      |
| (él / ella)     | <i>se queja</i>     | he / she complains                |
| (usted)         | <i>se queja</i>     | you complain<br>(formal singular) |
| (nosotros)      | <i>nos quejamos</i> | we complain                       |
| (vosotros)      | <i>os quejáis</i>   | you complain                      |
| (ellos / ellas) | <i>se quejan</i>    | they complain                     |
| (ustedes)       | <i>se quejan</i>    | you complain (formal plural)      |



- Plural reflexive pronouns (*nos, os, se*) with certain verbs describe the action as being done to 'each other'  
**Nos vemos** todas las semanas.  
**We see each other** every week.  
*Os entendéis.* You understand each other.  
*Se besan.* They kiss (each other).

## 9 Modal verbs and expressions

- Modal verbs express things like ability, desire, permission, possibility, obligation, knowledge. For example, they say how you **can, might, should, must** etc. do something. In Spanish, verbs that express these meanings are always followed by the infinitive.

|                  |                     |
|------------------|---------------------|
| <i>poder</i>     | can (to be able to) |
| <i>deber</i>     | must (to have to)   |
| <i>tener que</i> | to have to          |

**Puedo** descargar la película de Internet.

**I can** download the film from the Internet.

*Para participar en el concurso, debes* mandar un correo electrónico a...

To enter the competition, **you must** send an email to...

*Después de cenar, tenéis* que hacer los deberes.

After dinner, **you have to** do your homework.

|               |              |
|---------------|--------------|
| <i>querer</i> | (to want to) |
|---------------|--------------|

**Quiero** jugar a videojuego.

**I want** to play the videogame.

|              |                  |
|--------------|------------------|
| <i>saber</i> | (to know how to) |
|--------------|------------------|

¿**Sabes** tocar la guitarra?

**Do you know** how to play guitar?

Fixed phrases that are modal verb + infinitive:

**quisiera** – I/he/she/it would like to

**Quisiera** dar las gracias a mis profesores.

*I would like to* thank my teachers.

*me/te/le gustaría* – I/he/she/it would like to

**Le gustaría** ir a España. He would like to go to Spain.

## 10 Negatives

- To make a sentence negative, you normally put *no* before the verb:  
**No tengo** dinero. I haven't any money.
- Other common negative expressions: *nunca, nadie, nada, ni ... ni ninguno, ya no, tampoco*; never, no one, nothing, neither ... nor no / not any, no longer / no more, neither / either. There are two ways of using *nunca, nadie, nada*. They can go at the start of the sentence or *no* can go before the verb with *nunca, nadie, nada* after the verb.

*nunca / jamás* never  
**No voy nunca** a Madrid. / **Nunca** voy a Madrid.  
I **never** go to Madrid.

*nadie* no one  
**No habla nadie.** / **Nadie** habla. **No one** talks.  
*nada* nothing

**No me preocupa nada.** / **Nada** me preocupa.  
I am not worried about **anything**.

*ni ... ni* neither ... nor  
**No soy ni guapo ni feo.**

I'm **neither** good-looking **nor** ugly.

*no ... ningún (o / a)* no / not any

**No tengo ningún** problema. **I don't have a** problem.

*ya no* no longer / no more

**Ya no** vivo en esa ciudad.

I **no longer** live in that city.

*tampoco* neither / either

**No me gusta el fútbol tampoco.** / **Tampoco** me gusta el fútbol.

I don't like football **either**.

## 11 Questions (Interrogatives)

- Forming questions in Spanish is easy. You can turn statements into questions by adding an inverted question mark at the beginning and a question mark at the end:

*Nati habla español.* Nati speaks Spanish.

¿**Nati habla español?** Does Nati speak Spanish?

- These are common question words – note that they all have an accent:

|             |                |
|-------------|----------------|
| ¿Dónde?     | Where?         |
| ¿Cómo?      | How?           |
| ¿Cuál(es)?  | What? (Which?) |
| ¿Cuándo?    | When?          |
| ¿Cuánto?    | How much?      |
| ¿Qué?       | What?          |
| ¿Quién(es)? | Who?           |
| ¿Por qué?   | Why?           |

- When a question word is used, it is followed by the verb and then the subject:

¿**Qué** hace la chica? **What** is the girl doing?

¿**Dónde** está Ana? **Where** is Ana?

- In Spanish, you can form a question and omit the subject entirely:

¿Dónde está (Daniel)? Where is **he** (Daniel)?



## 12 Impersonal verbs

- The most common impersonal verbs in Spanish are *gustar* (to like) and *encantar* (to love).  
*Me gusta esta isla.*
- This sentence means 'I like this island.' Its literal translation, however, is 'This island pleases me.'
- Note that you need to include the indirect object pronoun to show who is doing the liking:  
*¿Te gusta esta isla? Sí, me encanta.*  
Do you like this island? Yes, I love it.  
*Me preocupan las emisiones de CO2.*  
I worry about CO2 emissions.
- Here are other impersonal verb expressions:  
*hay* there is / are  
*había* there was / were  
*Hay muchas cosas que hacer.*  
**There are** many things to do.
- The expression *hay que* means 'one must'  
*Hay que ser honesto.* **You have to** be honest.
- The pronoun 'se' and the correctly conjugated verb express a general 'you / one' statement:  
*No se puede fumar aquí.* **You can't** smoke here.  
*Se necesita pasaporte para viajar.*  
**You need** a passport to travel.
- The verb *hacer* and a noun is used to describe weather:  
*Hace sol* It's sunny.  
*Hace frío* It's cold.
- Other impersonal phrases:  
*vale la pena + infinitive* it's worth + present participle  
*Vale la pena hacer ejercicio.* **It's worth doing** exercise.  
*hace falta + infinitive* it's necessary  
*Hace falta comer bien.* **One must** eat well.

## 13 The passive

- The passive is used to say what is done to someone or something. It is formed from *ser* and a past participle:

### active form:

*Los habitantes construyeron el castillo.*

The inhabitants built the castle.

### passive form:

*El castillo fue construido por los habitantes.*

The castle was built by the inhabitants.

- The passive is quite rare in Spanish – it is very formal. To avoid using the passive, Spanish speakers often use the reflexive pronoun *se* and the third person singular or plural of the verb:

*Se comió la torta.* The cake was eaten.

*Se venden caramelos aquí.* Sweets are sold here.

## 14 Uses of *ser* and *estar*

- ser* and *estar* both mean 'to be'.  
*ser* describes who someone is, or what something is.  
*Es mi hermana.* **She is** my sister.  
*Es una revista.* **It is** a magazine.  
It describes something that is unlikely to change.  
*Madrid es grande.* Madrid **is big.**  
*Mi madre es habladora.* My mother **is chatty.**  
*estar* describes the location of someone or something.  
*Mis padres están en Barcelona.*  
My parents **are in Barcelona.**  
It is used with the past participle to describe a condition that might change. In such expressions the past participle works like an adjective, agreeing with its noun.  
*Estamos preocupados.* We are worried.

## 15 Expressions with *tener*

- tener* is a useful verb in Spanish. As well as its basic meaning 'to have', it is used in a range of expressions:  
*tener que* to have to  
*tener sed / hambre / sueño / miedo / frío / calor / suerte*  
to be thirsty / hungry / tired / afraid / cold / hot / lucky  
*tener prisa* to be in a hurry  
*tener éxito* to be successful

## 16 Prepositions

### Prepositions of place with *estar*

- Because *estar* is the verb for 'to be' when you want to state where something is, the following prepositions are often seen after *estar*.  
*arriba* upstairs, above  
*debajo de* under  
*delante de* in front of  
*detrás de* behind  
*encima de* on top of  
*enfrente de* opposite  
*a la derecha de* to the right of  
*a la izquierda de* to the left of  
*al lado de* next to



- Prepositions with the points of the compass:  
*en el norte* in the north  
*al sur de* in / to the south of  
*en el centro de* in the centre of

## Verbs with prepositions

Many Spanish verbs are followed by a particular preposition, which you need to learn. Here is a list of common combinations. If you are still unsure which preposition to use with a verb, you can check in a dictionary.

|                              |                                                                                            |                                                                                                                                       |
|------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Verbs followed by a</b>   | <i>aprender a, atreverse a, ayudar a, decidirse a, empezar a, ir a, llegar a, volver a</i> | to learn to, to dare to, to help to, to decide to, to begin to, to go to, to arrive at, to return to / to do something again          |
| <b>Verbs followed by de</b>  | <i>acabar de, acordarse de, dejar de, olvidarse de, terminar de, tratar de, ir de</i>      | to have just (done s / th), to remember to, to stop (doing s / th), to forget to, to finish, to try to, to go for / on / to go ...ing |
| <b>Verbs followed by en</b>  | <i>consistir en, insistir en, pensar en</i>                                                | to consist of, to insist on, to think about                                                                                           |
| <b>Verbs followed by con</b> | <i>contar con, soñar con</i>                                                               | to count on, to dream about                                                                                                           |

## The personal a

- When the object of a verb is a person, you need to include the personal *a* before that person:  
*Vi a María en el cine.* I saw Maria in the cinema.

## de

- When you want to say that something belongs to someone or someplace, use *de* before the person or place:  
*La casa de Miguel.* Miguel's house.  
*Las tiendas de la ciudad.* The city's shops.

## para, sin + infinitive

- para* means 'in order to', 'for the purpose of', 'intended for':  
*para reducir la contaminación* to reduce pollution  
*Esta carta es para ti.* This letter is for you.
- sin* means 'without':  
*sin decir nada* without a word  
*Salí sin desayunar.* I left without having breakfast.

## 17 Expressions of time

### antes de and después de

- To indicate sequences of events, you can use *antes de / después de* + infinitive:  
*Antes de salir de casa, tomé un café con leche.*  
**Before leaving** home, I drank a white coffee.  
*Después de llegar al instituto, compré fruta para desayunar.*  
**After arriving** at school, I bought some fruit for breakfast.

### desde hace

- To say how long you have been doing something which you are still doing, use the present tense with *desde hace*:  
*Vivo en Madrid desde hace diez años.*  
I have been living in Madrid **for** ten years.

## 18 Conjunctions

The following words are used to link parts of sentences together:

|                                                       |         |
|-------------------------------------------------------|---------|
| <i>pero</i>                                           | but     |
| <i>Hace frío pero no me importa.</i>                  |         |
| It's cold <b>but</b> I don't mind.                    |         |
| <i>porque</i>                                         | because |
| <i>Estoy viendo la tele porque está nevando.</i>      |         |
| I'm watching television <b>because</b> it is snowing. |         |

## 19 Numbers, days, dates and time

|              |                  |
|--------------|------------------|
| 1 uno        | 17 diecisiete    |
| 2 dos        | 18 dieciocho     |
| 3 tres       | 19 diecinueve    |
| 4 cuatro     | 20 veinte        |
| 5 cinco      | 21 veintiuno     |
| 6 seis       | 22 veintidós     |
| 7 siete      | 23 veintitrés    |
| 8 ocho       | 24 veinticuatro  |
| 9 nueve      | 25 veinticinco   |
| 10 diez      | 26 veintiséis    |
| 11 once      | 27 veintisiete   |
| 12 doce      | 28 veintiocho    |
| 13 trece     | 29 veintinueve   |
| 14 catorce   | 30 treinta       |
| 15 quince    | 31 treinta y uno |
| 16 dieciséis | 32 treinta y dos |



|                           |                            |
|---------------------------|----------------------------|
| 40 <i>cuarenta</i>        | 100 <i>cien</i>            |
| 41 <i>cuarenta y uno</i>  | 101 <i>ciento uno</i>      |
| 50 <i>cincuenta</i>       | 102 <i>ciento dos</i>      |
| 51 <i>cincuenta y uno</i> | 200 <i>doscientos</i>      |
| 60 <i>sesenta</i>         | 201 <i>doscientos uno</i>  |
| 61 <i>sesenta y uno</i>   | 300 <i>trescientos</i>     |
| 70 <i>setenta</i>         | 301 <i>trescientos uno</i> |
| 71 <i>setenta y uno</i>   | 1000 <i>mil</i>            |
| 80 <i>ochenta</i>         | 1001 <i>mil uno</i>        |
| 81 <i>ochenta y uno</i>   | 1002 <i>mil dos</i>        |
| 90 <i>noventa</i>         | 2000 <i>dos mil</i>        |
| 91 <i>noventa y uno</i>   |                            |

### Ordinal numbers: *primero, segundo, etc.*

- The Spanish for 'first' is *primero* in the masculine and *primera* in the feminine:  
use *primer* before a masculine singular noun:  
*mi **primer** hijo*                      my **first** child
- To say 'second', 'third', etc:  

|                |         |
|----------------|---------|
| <i>segundo</i> | second  |
| <i>tercero</i> | third   |
| <i>cuarto</i>  | fourth  |
| <i>quinto</i>  | fifth   |
| <i>sexto</i>   | sixth   |
| <i>séptimo</i> | seventh |
| <i>octavo</i>  | eighth  |
| <i>noveno</i>  | ninth   |
| <i>décimo</i>  | tenth   |

### Days and dates

|                  |           |
|------------------|-----------|
| <i>lunes</i>     | Monday    |
| <i>martes</i>    | Tuesday   |
| <i>miércoles</i> | Wednesday |
| <i>jueves</i>    | Thursday  |
| <i>viernes</i>   | Friday    |
| <i>sábado</i>    | Saturday  |
| <i>domingo</i>   | Sunday    |

|                |          |                   |           |
|----------------|----------|-------------------|-----------|
| <i>enero</i>   | January  | <i>julio</i>      | July      |
| <i>febrero</i> | February | <i>agosto</i>     | August    |
| <i>marzo</i>   | March    | <i>septiembre</i> | September |
| <i>abril</i>   | April    | <i>octubre</i>    | October   |
| <i>mayo</i>    | May      | <i>noviembre</i>  | November  |
| <i>junio</i>   | June     | <i>diciembre</i>  | December  |

- Use normal numbers for dates:  
*Mi cumpleaños es **el 27** de diciembre.*  
My birthday is **on the 27th** of December.  
But *el primero* can be used, as well as *el uno* for 'the 1st':  
***El primero de mayo*** tenemos una fiesta.  
**On the 1st of May** we have a party.  
Days of the week and months do not start with a capital letter in Spanish:  
*El cumpleaños de mi madre es el 13 de **abril**.*  
My mother's birthday is on the 13th of April.
- Use *el + lunes / martes*, etc. to say 'on Monday / Tuesday', etc.:  
***El domingo*** un amigo me regaló un nuevo libro.  
**On Sunday** a friend gave me a new book.
- Use *los + lunes / martes*, etc. to say 'on Mondays / Tuesdays', etc.:  
*Normalmente **los sábados** voy a una clase de música.*  
**On Saturdays** I normally go to a music lesson.

### Time

- The 12-hour clock goes as follows:

|                                   |                          |
|-----------------------------------|--------------------------|
| <i>Es la una.</i>                 | It's one o'clock.        |
| <i>Son las dos.</i>               | It's two o'clock.        |
| <i>Es la una y cinco.</i>         | It's five past one.      |
| <i>Son las dos y diez.</i>        | It's ten past two.       |
| <i>Son las dos y cuarto.</i>      | It's a quarter past two. |
| <i>Son las dos y media.</i>       | It's half past two.      |
| <i>Son las tres menos veinte.</i> | It's twenty to three.    |
| <i>Son las tres menos cuarto.</i> | It's a quarter to three. |
| <i>A mediodía.</i>                | At midday.               |
| <i>A medianoche.</i>              | At midnight.             |
- As in English, when using the 24-hour clock, use numbers such as *trece, dieciocho*, etc.:  
*a las veinte diez*                      at 20.10
- To ask the time:  
*¿Qué hora es?*                      What time is it? / What's the time?





# Verb tables

## 20 Verb tables

Verb tables help you to use verbs, particularly irregular verbs, correctly.

The first column in the table shows the infinitive in Spanish and English, and then the participles for the verb. The **present participle** (or **gerund**) ends in *-ando* or *-iendo* and is used to translate the *-ing* form of the English verb (e.g. to speak → speaking). The **past participle** is used to form the perfect tense (e.g. to speak → I have spoken).

### Regular *-ar* verbs

| infinitive + participles          | present                                            | preterite                                               | imperfect                                                | future                                                   | conditional                                                 |
|-----------------------------------|----------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------|
| <b>hablar</b><br>to speak         | <i>hablo</i><br><i>hablas</i><br><i>habla</i>      | <i>hablé</i><br><i>hablaste</i><br><i>habló</i>         | <i>hablaba</i><br><i>hablabas</i><br><i>hablaba</i>      | <i>hablaré</i><br><i>hablarás</i><br><i>hablará</i>      | <i>hablaría</i><br><i>hablarías</i><br><i>hablaría</i>      |
| <i>hablando</i><br><i>hablado</i> | <i>hablamos</i><br><i>habláis</i><br><i>hablan</i> | <i>hablamos</i><br><i>hablasteis</i><br><i>hablaron</i> | <i>hablábamos</i><br><i>hablabais</i><br><i>hablaban</i> | <i>hablaremos</i><br><i>hablaréis</i><br><i>hablarán</i> | <i>hablaríamos</i><br><i>hablaríais</i><br><i>hablarían</i> |

### Regular *-er* verbs

|                                  |                                                 |                                                       |                                                    |                                                       |                                                          |
|----------------------------------|-------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|
| <b>comer</b><br>to eat           | <i>como</i><br><i>comes</i><br><i>come</i>      | <i>comí</i><br><i>comiste</i><br><i>comió</i>         | <i>comía</i><br><i>comías</i><br><i>comía</i>      | <i>comeré</i><br><i>comerás</i><br><i>comerá</i>      | <i>comería</i><br><i>comerías</i><br><i>comería</i>      |
| <i>comiendo</i><br><i>comido</i> | <i>comemos</i><br><i>coméis</i><br><i>comen</i> | <i>comimos</i><br><i>comisteis</i><br><i>comieron</i> | <i>comíamos</i><br><i>comíais</i><br><i>comían</i> | <i>comeremos</i><br><i>comeréis</i><br><i>comerán</i> | <i>comeríamos</i><br><i>comeríais</i><br><i>comerían</i> |

### Regular *-ir* verbs

|                                  |                                                |                                                       |                                                    |                                                       |                                                          |
|----------------------------------|------------------------------------------------|-------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|
| <b>vivir</b><br>to live          | <i>vivo</i><br><i>vives</i><br><i>vive</i>     | <i>viví</i><br><i>viviste</i><br><i>vivió</i>         | <i>vivía</i><br><i>vivías</i><br><i>vivía</i>      | <i>viviré</i><br><i>vivirás</i><br><i>vivirá</i>      | <i>viviría</i><br><i>vivirías</i><br><i>viviría</i>      |
| <i>viviendo</i><br><i>vivido</i> | <i>vivimos</i><br><i>vivís</i><br><i>viven</i> | <i>vivimos</i><br><i>vivisteis</i><br><i>vivieron</i> | <i>vivíamos</i><br><i>vivíais</i><br><i>vivían</i> | <i>viviremos</i><br><i>viviréis</i><br><i>vivirán</i> | <i>viviríamos</i><br><i>viviríais</i><br><i>vivirían</i> |



## Irregular verbs

| infinitive + participles                                | present                                              | preterite                                                               | imperfect                                                       | future                                                                | conditional                                                                 |
|---------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>dar</b><br>to give<br><br>dando<br>dado              | doy<br>das<br>da<br>damos<br>dais<br>dan             | di<br>diste<br>dio<br>dimos<br>disteis<br>dieron                        | daba<br>dabas<br>daba<br>dábamos<br>dabais<br>daban             | daré*<br>darás*<br>dará*<br>daremos*<br>daréis*<br>darán*             | daría*<br>darías*<br>daría*<br>daríamos*<br>daríais*<br>darían*             |
| <b>decir</b><br>to say<br><br>diciendo<br>dicho         | digo<br>dices<br>dice<br>decimos<br>decís<br>dicen   | dije<br>dijiste<br>dijo<br>dijimos<br>dijisteis<br>dijeron              | decía<br>decías<br>decía<br>decíamos<br>decíais<br>decían       | diré<br>dirás<br>dirá<br>diremos<br>diréis<br>dirán                   | diría<br>dirías<br>diría<br>diríamos<br>diríais<br>dirían                   |
| <b>estar</b><br>to be<br><br>estando<br>estado          | estoy<br>estás<br>está<br>estamos<br>estáis<br>están | estuve<br>estuviste<br>estuvo<br>estuvimos<br>estuvisteis<br>estuvieron | estaba<br>estabas<br>estaba<br>estábamos<br>estabais<br>estaban | estaré*<br>estarás*<br>estará*<br>estaremos*<br>estaréis*<br>estarán* | estaría*<br>estarías*<br>estaría*<br>estaríamos*<br>estaríais*<br>estarían* |
| <b>haber</b><br>to have<br><br>habiendo<br>habido       | he<br>has<br>ha<br>hemos<br>habéis<br>han            | hube<br>hubiste<br>hubo<br>hubimos<br>hubisteis<br>hubieron             | había<br>habías<br>había<br>habíamos<br>habíais<br>habían       | habré*<br>habrás*<br>habrá<br>habremos*<br>habréis*<br>habrán*        | habría*<br>habrías*<br>habría<br>habríamos*<br>habríais*<br>habrían*        |
| <b>hacer</b><br>to do, to make<br><br>haciendo<br>hecho | hago<br>haces<br>hace<br>hacemos<br>hacéis<br>hacen  | hice<br>hiciste<br>hizo<br>hicimos<br>hicisteis<br>hicieron             | hacía<br>hacías<br>hacía<br>hacíamos<br>hacíais<br>hacían       | haré<br>harás<br>hará<br>haremos*<br>haréis*<br>harán*                | haría<br>harías<br>haría<br>haríamos*<br>haríais*<br>harían*                |

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| infinitive +<br>participles                                    | present                                                       | preterite                                                         | imperfect                                                       | future                                                             | conditional                                                              |
|----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>ir</b><br><b>to go</b><br><br>yendo<br>ido                  | voy<br>vas<br>va<br>vamos<br>vais<br>van                      | fui<br>fuiste<br>fue<br>fuimos<br>fuisteis<br>fueron              | iba<br>ibas<br>iba<br>íbamos<br>ibais<br>iban                   | iré*<br>irás*<br>irá*<br>iremos*<br>iréis*<br>irán*                | iría*<br>irías*<br>iría*<br>iríamos*<br>iríais*<br>irían*                |
| <b>poder</b><br><b>to be able to</b><br><br>pudiendo<br>podido | puedo<br>puedes<br>puede<br>podemos<br>podéis<br>pueden       | pude<br>pudiste<br>pudo<br>pudimos<br>pudisteis<br>pudieron       | podía<br>podías<br>podía<br>podíamos<br>podíais<br>podían       | podré<br>podrás<br>podrá<br>podremos*<br>podréis*<br>podrán*       | podría<br>podrías<br>podría<br>podríamos*<br>podríais*<br>podrían*       |
| <b>poner</b><br><b>to put</b><br><br>poniendo<br>puesto        | pongo<br>pones<br>pone<br>ponemos<br>ponéis<br>ponen          | puse<br>pusiste<br>puso<br>pusimos<br>pusisteis<br>pusieron       | ponía<br>ponías<br>ponía<br>poníamos<br>poníais<br>ponían       | pondré<br>pondrás<br>pondrá<br>pondremos*<br>pondréis*<br>pondrán* | pondría<br>pondrías<br>pondría<br>pondríamos*<br>pondríais*<br>pondrían* |
| <b>querer</b><br><b>to want</b><br><br>queriendo<br>querido    | quiero<br>quieres<br>quiere<br>queremos<br>queréis<br>quieren | quise<br>quisiste<br>quiso<br>quisimos<br>quisisteis<br>quisieron | quería<br>querías<br>quería<br>queríamos<br>queríais<br>querían | querré<br>querrás<br>querrá<br>querremos<br>querréis<br>querrán    | querría<br>querrias<br>querria<br>querriamos<br>querriais<br>querrian    |
| <b>saber</b><br><b>to know</b><br><br>sabiendo<br>sabido       | sé<br>sabes<br>sabe<br>sabemos<br>sabéis<br>saben             | supe<br>supiste<br>supo<br>supimos<br>supisteis<br>supieron       | sabía<br>sabías<br>sabía<br>sabíamos<br>sabíais<br>sabían       | sabré<br>sabrás<br>sabrás<br>sabremos<br>sabréis<br>sabrán         | sabría<br>sabrías<br>sabría<br>sabríamos<br>sabríais<br>sabrían          |



| infinitive + participles                                             | present                                                 | preterite                                                        | imperfect                                                 | future                                                                | conditional                                                                 |
|----------------------------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>salir</b><br><b>to go out, to leave</b><br><br>saliendo<br>salido | salgo<br>sales<br>sale<br>salimos<br>salís<br>salen     | salí<br>saliste<br>salió<br>salimos<br>salisteis<br>salieron     | salía<br>salías<br>salía<br>salíamos<br>salíais<br>salían | saldré<br>saldrás<br>saldrá<br>saldremos<br>saldréis<br>saldrán       | saldría<br>saldrían<br>saldría<br>saldríamos<br>saldríais<br>saldrían       |
| <b>ser</b><br><b>to be</b><br><br>siendo<br>sido                     | soy<br>eres<br>es<br>somos<br>sois<br>son               | fui<br>fuiste<br>fue<br>fuimos<br>fuisteis<br>fueron             | era<br>eras<br>era<br>éramos<br>erais<br>eran             | seré*<br>serás*<br>será*<br>seremos*<br>seréis*<br>serán*             | sería*<br>serías*<br>sería*<br>seríamos*<br>seríais*<br>serían*             |
| <b>tener</b><br><b>to have</b><br><br>teniendo<br>tenido             | tengo<br>tienes<br>tiene<br>tenemos<br>tenéis<br>tienen | tuve<br>tuviste<br>tuvo<br>tuvimos<br>tuvisteis<br>tuvieron      | tenía<br>tenías<br>tenía<br>teníamos<br>teníais<br>tenían | tendré<br>tendrás<br>tendrá<br>tendremos*<br>tendréis*<br>tendrán*    | tendría<br>tendrían<br>tendría<br>tendríamos*<br>tendríais*<br>tendrían*    |
| <b>traer</b><br><b>to bring</b><br><br>trayendo<br>traído            | traigo<br>traes<br>trae<br>traemos<br>traéis<br>traen   | traje<br>trajiste<br>trajo<br>trajimos<br>trajisteis<br>trajeron | traía<br>traías<br>traía<br>traíamos<br>traíais<br>traían | traeré*<br>traerás*<br>traerá*<br>traeremos*<br>traeréis*<br>traerán* | traería*<br>traerías*<br>traería*<br>traeríamos*<br>traeríais*<br>traerían* |
| <b>venir</b><br><b>to come</b><br><br>viniendo<br>venido             | vengo<br>vienes<br>viene<br>venimos<br>venís<br>vienen  | vine<br>viniste<br>vino<br>vinimos<br>vinisteis<br>vinieron      | venía<br>venías<br>venía<br>veníamos<br>veníais<br>venían | vendré<br>vendrás<br>vendrá<br>vendremos<br>vendréis<br>vendrán       | vendría<br>vendrían<br>vendría<br>vendríamos<br>vendríais<br>vendrían       |
| <b>ver</b><br><b>to see</b><br><br>viendo<br>visto                   | veo<br>ves<br>ve<br>vemos<br>veis<br>ven                | vi<br>viste<br>vio<br>vimos<br>visteis<br>vieron                 | veía<br>veías<br>veía<br>veíamos<br>veíais<br>veían       | veré*<br>verás*<br>verá*<br>veremos*<br>veréis*<br>verán*             | vería*<br>verías*<br>vería*<br>veríamos*<br>veríais*<br>verían*             |

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# Glossary

|                                                 |                                                |                                          |                                                |
|-------------------------------------------------|------------------------------------------------|------------------------------------------|------------------------------------------------|
| <i>a bordo de</i> on board                      | <i>el aeropuerto</i> airport                   | <i>anterior</i> previous                 | <i>avanzado/a</i> advanced                     |
| <i>a causa de</i> because of                    | <i>afectar</i> to affect                       | <i>antes</i> before                      | <i>la aventura</i> adventure                   |
| <i>¿adónde?</i> where to?                       | <i>aficionado/a</i> fan, enthusiast            | <i>antes (de)</i> before                 | <i>el avión</i> plane                          |
| <i>a mi modo de ver</i> as I see it             | <i>afroamericano/a</i> African American        | <i>el/la anticuario/a</i> antique dealer | <i>ayer</i> yesterday                          |
| <i>a pesar de</i> despite                       | <i>las afueras</i> outskirts                   | <i>la antigüedad</i> antique             | <i>ayudar</i> to help                          |
| <i>a pie</i> on foot                            | <i>agosto</i> August                           | <i>antiguo/a</i> old                     | <i>el ayuno</i> fasting                        |
| <i>¿a quién / quiénes?</i> whom, to whom?       | <i>agradable</i> pleasant                      | <i>antipático/a</i> unpleasant           | <i>el ayuntamiento</i> town hall, council      |
| <i>a veces</i> sometimes                        | <i>agresivo/a</i> aggressive                   | <i>anunciar</i> to announce              | <i>el azúcar</i> sugar                         |
| <i>abandonar</i> to leave                       | <i>el (fem.) agua</i> water                    | <i>el anuncio</i> advert                 | <i>azul</i> blue                               |
| <i>la abeja</i> bee                             | <i>ahora</i> now                               | <i>apagar</i> to turn off, out out       | <i>bailar</i> to dance                         |
| <i>el/la abogado/a</i> lawyer                   | <i>ahorrar</i> to save                         | <i>aparecer</i> to appear                | <i>el baile</i> dance                          |
| <i>abril</i> April                              | <i>el aire</i> air                             | <i>el apartamento</i> apartment          | <i>bajar</i> to descend, to go down            |
| <i>abrir</i> to open                            | <i>al aire libre</i> in the open air, outdoors | <i>apoyar</i> to support                 | <i>bajar de</i> to get off (transport)         |
| <i>absorber</i> to absorb                       | <i>al final</i> at the end                     | <i>el apoyo</i> support                  | <i>bajo/a</i> short                            |
| <i>abstracto/a</i> abstract                     | <i>al lado de</i> next to, at the side of      | <i>la app</i> app                        | <i>el balcón</i> balcony                       |
| <i>el/la abuelo/a</i> grandfather / grandmother | <i>al menos</i> at least                       | <i>apreciar</i> to appreciate            | <i>el ballet</i> ballet                        |
| <i>los abuelos (m. pl.)</i> grandparents        | <i>alegre</i> cheerful                         | <i>aprender</i> to learn                 | <i>el baloncesto</i> basketball                |
| <i>aburrido/a</i> boring                        | <i>la alegría</i> joy                          | <i>aprobar</i> to pass (eg. exam)        | <i>el banco</i> bank                           |
| <i>el accidente</i> accident                    | <i>alemán/alemana (adj.)</i> German            | <i>apropiado/a</i> appropriate           | <i>la banda</i> (music) band                   |
| <i>la acción</i> action, act                    | <i>algo</i> something                          | <i>aquel/aquella</i> that (one)          | <i>el baño</i> bathroom                        |
| <i>el aceite</i> oil                            | <i>alguien</i> someone                         | <i>aquí</i> here                         | <i>barato/a</i> cheap                          |
| <i>aceptar</i> to accept                        | <i>alguno/a</i> some                           | <i>el árbol</i> tree                     | <i>el barco</i> boat                           |
| <i>acompañar</i> to accompany                   | <i>el alimento</i> food, foodstuff             | <i>argentino/a</i> Argentinian           | <i>el barrio</i> neighbourhood, district, area |
| <i>acosar</i> to harass                         | <i>allí</i> there                              | <i>el armario</i> cupboard, wardrobe     | <i>básico/a</i> basic                          |
| <i>el acoso</i> bullying, harassment            | <i>alojarse</i> to stay                        | <i>la arquitectura</i> architecture      | <i>bastante</i> quite                          |
| <i>acostarse</i> to go to bed                   | <i>el alpinismo</i> mountain climbing          | <i>arruinar</i> to ruin                  | <i>la basura</i> rubbish, litter               |
| <i>la actitud</i> attitude                      | <i>alquilar</i> to hire, rent                  | <i>el arte</i> art                       | <i>beber</i> to drink                          |
| <i>la actividad</i> activity                    | <i>alrededor de</i> around                     | <i>el artículo</i> article               | <i>la bebida</i> drink                         |
| <i>activo/a</i> active                          | <i>alto/a</i> tall                             | <i>artificial</i> artificial             | <i>el beneficio</i> benefit                    |
| <i>el/la actor/actriz</i> actor / actress       | <i>el/la alumno/a</i> pupil                    | <i>el/la artista</i> artist              | <i>la biblioteca</i> library                   |
| <i>actual</i> current                           | <i>amarillo/a</i> yellow                       | <i>artístico/a</i> artistic              | <i>la bicicleta</i> bicycle                    |
| <i>la actualidad</i> at present, now            | <i>ambicioso/a</i> ambitious                   | <i>la ascendencia</i> heritage           | <i>bien</i> well                               |
| <i>actualmente</i> now, currently, at present   | <i>el ambiente</i> atmosphere                  | <i>el ascensor</i> lift, elevator        | <i>el billete</i> ticket                       |
| <i>adaptarse</i> to adapt                       | <i>amenazar</i> to threaten                    | <i>así</i> like this, like that          | <i>biológico/a</i> biological                  |
| <i>además</i> furthermore, moreover             | <i>el/la amigo/a</i> friend                    | <i>la asignatura</i> subject             | <i>el bocadillo</i> sandwich                   |
| <i>además de</i> as well as                     | <i>la amistad</i> friendship                   | <i>asistir (a)</i> to attend             | <i>la bolsa</i> bag                            |
| <i>la administración</i> administration         | <i>el amor</i> love                            | <i>el aspecto</i> aspect                 | <i>bonito/a</i> pretty, lovely                 |
| <i>adoptado/a</i> adopted                       | <i>añadir</i> to add                           | <i>el/la astronauta</i> astronaut        | <i>el bosque</i> wood, forest                  |
| <i>el/la adulto/a</i> adult                     | <i>andaluz(a)</i> Andalusian                   | <i>la astronomía</i> astronomy           | <i>la botella</i> bottle                       |
| <i>advertir</i> to warn                         | <i>andar</i> to walk                           | <i>la atención</i> attention             | <i>el brazo</i> arm                            |
|                                                 | <i>animado/a</i> lively                        | <i>atraer</i> to attract                 | <i>bueno/a</i> good                            |
|                                                 | <i>animal (adj.)</i> animal                    | <i>aumentar</i> to increase              | <i>buscar</i> to look for, search for, seek    |
|                                                 | <i>el año</i> year                             | <i>aunque</i> although                   | <i>el caballo</i> horse                        |
|                                                 | <i>anoche</i> last night                       | <i>los auriculares</i> headphones        | <i>la cabeza</i> head                          |
|                                                 |                                                | <i>el autobús</i> bus, coach             | <i>cada</i> each, every                        |
|                                                 |                                                | <i>el automovilismo</i> car racing       |                                                |



|                                               |                                            |                                                        |                                                    |
|-----------------------------------------------|--------------------------------------------|--------------------------------------------------------|----------------------------------------------------|
| <i>caer</i> to fall                           | <i>la cena</i> dinner, tea, evening meal   | <i>cómo</i> how                                        | <i>contento/a</i> happy, pleased, glad             |
| <i>caerse</i> to fall off/over/down           | <i>cenar</i> to have dinner                | <i>¿cómo?</i> how?                                     | <i>continuamente</i> continuously                  |
| <i>el café</i> coffee                         | <i>el centro</i> centre                    | <i>como consecuencia de</i> as a result of             | <i>continuar</i> to continue                       |
| <i>la caja</i> box, till                      | <i>el centro comercial</i> shopping centre | <i>cómodo/a</i> comfortable                            | <i>contribuir</i> to contribute                    |
| <i>la calculadora</i> calculator              | <i>el centro deportivo</i> sports centre   | <i>el/la compañero/a</i> classmate, partner, colleague | <i>la conversación</i> conversation                |
| <i>la calefacción</i> heating                 | <i>el cepillo</i> brush                    | <i>la compañía</i> company                             | <i>convertirse en</i> to become                    |
| <i>caliente</i> warm, hot                     | <i>cerca (de)</i> near, close (to)         | <i>compartir</i> to share                              | <i>la copa</i> cup, wine glass, trophy             |
| <i>la calle</i> street                        | <i>los cereales</i> cereals                | <i>completo/a</i> complete                             | <i>copiar</i> to copy                              |
| <i>el calor</i> heat                          | <i>la ceremonia</i> ceremony               | <i>complicado/a</i> complicated                        | <i>el corazón</i> heart                            |
| <i>la cama</i> bed                            | <i>cerrado/a</i> closed, shut              | <i>el comportamiento</i> behaviour                     | <i>correcto/a</i> correct                          |
| <i>la cámara</i> camera                       | <i>cerrar</i> to close, shut               | <i>comprar</i> to buy                                  | <i>correr</i> to run                               |
| <i>el/la camarero/a</i> waiter/waitress       | <i>la chaqueta</i> jacket                  | <i>las compras</i> shopping                            | <i>corto/a</i> short                               |
| <i>cambiar</i> to change                      | <i>el/la chico/a</i> boy/girl              | <i>comprensivo/a</i> understanding                     | <i>la cosa</i> thing                               |
| <i>el cambio</i> change                       | <i>chileno/a</i> Chilean                   | <i>común</i> common                                    | <i>la costa</i> coast                              |
| <i>caminar</i> to walk                        | <i>chino/a (adj.)</i> Chinese              | <i>comunicar</i> to communicate                        | <i>costar</i> to cost                              |
| <i>la camiseta</i> t-shirt, football shirt    | <i>el chocolate</i> chocolate              | <i>la comunidad</i> community                          | <i>costumbre</i> custom, tradition                 |
| <i>la campaña</i> campaign                    | <i>el cielo</i> sky                        | <i>con</i> with                                        | <i>crear</i> to create                             |
| <i>el camping</i> campsite                    | <i>la ciencia</i> science                  | <i>concienciar</i> to make aware, raise awareness      | <i>creer</i> to think, believe                     |
| <i>el campo</i> field, country(side)          | <i>el/la científico/a</i> scientist        | <i>el concierto</i> concert                            | <i>la crema</i> cream                              |
| <i>el canal</i> canal                         | <i>cierto/a</i> certain, true              | <i>el concurso</i> contest, game show, competition     | <i>criticar</i> to criticise                       |
| <i>la canción</i> song                        | <i>la cifra</i> figure                     | <i>conducir</i> to drive                               | <i>cruzar</i> to cross                             |
| <i>el/la candidato/a</i> candidate            | <i>cinco</i> five                          | <i>la confianza</i> confidence, trust                  | <i>¿cuál/cuáles?</i> which (ones)?                 |
| <i>el/la cantante</i> singer                  | <i>el cine</i> cinema                      | <i>conmigo</i> with me                                 | <i>cualquier</i> any                               |
| <i>cantar</i> to sing                         | <i>el circuito</i> circuit                 | <i>conocer</i> to know, to get to know                 | <i>cuando</i> when                                 |
| <i>capaz (de)</i> capable                     | <i>la ciudad</i> town, city                | <i>conocido/a</i> known, familiar                      | <i>¿cuándo?</i> when?                              |
| <i>la cara</i> face                           | <i>el/la ciudadano/a</i> citizen           | <i>el conocimiento</i> knowledge                       | <i>¿cuánto/a/os/as?</i> how much?, how many?       |
| <i>el carácter</i> carácter                   | <i>claro</i> clear, of course              | <i>consciente</i> aware                                | <i>cuatro</i> four                                 |
| <i>el caramelo</i> sweet                      | <i>la clase</i> class                      | <i>la consecuencia</i> consequence                     | <i>cubano/a</i> Cuban                              |
| <i>cargar</i> to charge                       | <i>clásico/a</i> classical                 | <i>conseguir</i> to manage                             | <i>cubrir</i> to cover                             |
| <i>caribeño/a</i> Caribbean                   | <i>el/la cliente</i> customer              | <i>considerar</i> to consider                          | <i>la cuenta</i> bill                              |
| <i>el cariño</i> affection                    | <i>el clima</i> climate                    | <i>consistir (en)</i> to consist (of)                  | <i>el cuerpo</i> body                              |
| <i>el carnaval</i> carnival                   | <i>el club</i> club                        | <i>la consola</i> games console                        | <i>la cuestión</i> issue, matter                   |
| <i>la carne</i> meat                          | <i>el coche</i> car                        | <i>la construcción</i> building, construction          | <i>el cuidado</i> care                             |
| <i>caro/a</i> expensive, dear                 | <i>la cocina</i> cooking, kitchen          | <i>construir</i> to build                              | <i>el/la cuidador(a)</i> carer                     |
| <i>la carrera</i> career, degree course, race | <i>cocinar</i> to cook                     | <i>el consumo</i> consumption                          | <i>cuidar</i> to care for, look after              |
| <i>la carretera</i> road                      | <i>el/la cocinero/a</i> cook, chef         | <i>el contacto</i> contact                             | <i>el cultivo</i> crop                             |
| <i>la carta</i> letter                        | <i>coger</i> to catch                      | <i>la contaminación</i> pollution                      | <i>la cultura</i> culture                          |
| <i>la casa</i> house                          | <i>coleccionar</i> to collect              | <i>contaminar</i> to pollute                           | <i>cultural</i> cultural                           |
| <i>casarse</i> to get married                 | <i>el colegio</i> school                   | <i>contar</i> to tell, count                           | <i>el currículum</i> CV                            |
| <i>casi</i> almost, nearly                    | <i>el color</i> colour                     | <i>el contenedor</i> container, bin                    | <i>cuyo</i> whose                                  |
| <i>el castillo</i> castle                     | <i>la combinación</i> combination          |                                                        | <i>el daño</i> damage, harm                        |
| <i>la catedral</i> cathedral                  | <i>Comecocos</i> Pac-Man                   |                                                        | <i>la danza</i> dance                              |
| <i>católico/a</i> Catholic                    | <i>comenzar</i> to begin, start            |                                                        | <i>dar</i> to give                                 |
| <i>causar</i> to cause                        | <i>comer</i> to eat                        |                                                        | <i>dar un paseo</i> to go for a walk, stroll, ride |
| <i>la celebración</i> celebration             | <i>la comida</i> food, meal                |                                                        |                                                    |
| <i>celebrar</i> to celebrate                  | <i>el comienzo</i> the start, beginning    |                                                        |                                                    |
| <i>celebrarse</i> to hold (event)             | <i>como</i> as, like                       |                                                        |                                                    |



|                                                        |                                                 |                                               |                                               |
|--------------------------------------------------------|-------------------------------------------------|-----------------------------------------------|-----------------------------------------------|
| <i>de moda</i> fashionable                             | <i>destacar</i> to highlight, emphasise         | <i>el dormitorio</i> bedroom                  | <i>el entorno</i> surroundings                |
| <i>de momento</i> at the moment                        | <i>destinado a</i> aimed at                     | <i>dos</i> two                                | <i>la entrada</i> ticket                      |
| <i>de niño/a</i> as a child                            | <i>destruir</i> to destroy                      | <i>la duda</i> doubt                          | <i>entre</i> between, among                   |
| <i>¿de quién/quienes?</i> whose?                       | <i>la desventaja</i> disadvantage               | <i>el/la dueño/a</i> owner                    | <i>entrenar(se)</i> to train                  |
| <i>de segunda mano</i> second hand                     | <i>el detalle</i> detail                        | <i>dulce</i> sweet                            | <i>la entrevista</i> interview                |
| <i>de vez en cuando</i> from time to time              | <i>detectar</i> to detect                       | <i>durante</i> for, during                    | <i>enviar</i> to send                         |
| <i>deber</i> to owe (must)                             | <i>detestar</i> to detest                       | <i>duro/a</i> hard                            | <i>la época</i> era, period                   |
| <i>los deberes</i> homework                            | <i>detrás de</i> behind                         | <i>económico/a</i> inexpensive                | <i>equilibrado/a</i> balanced                 |
| <i>decidir</i> to decide                               | <i>el día</i> day                               | <i>la edad</i> age                            | <i>el equipaje</i> luggage                    |
| <i>decir</i> to say, tell                              | <i>diario</i> daily                             | <i>el edificio</i> building                   | <i>el equipo</i> team, equipment              |
| <i>declarar</i> to declare                             | <i>dibujar</i> to draw                          | <i>la educación</i> education                 | <i>la escalada</i> rock climbing              |
| <i>la decoración</i> decoration                        | <i>el dibujo</i> art, drawing                   | <i>educado/a</i> polite                       | <i>la escalera</i> stairs                     |
| <i>dedicar</i> to dedicate, devote                     | <i>los dibujos animados</i> cartoons            | <i>educativo/a</i> educational                | <i>escoger</i> to choose                      |
| <i>la definición</i> definition                        | <i>el diccionario</i> dictionary                | <i>efectivo/a</i> effective                   | <i>esconder</i> to hide                       |
| <i>dejar</i> to leave, let, allow                      | <i>dieciséis</i> sixteen                        | <i>el efecto</i> effect                       | <i>escribir</i> to write                      |
| <i>dejar de + infinitive</i> to stop ... ing           | <i>el diente</i> tooth                          | <i>los efectos especiales</i> special effects | <i>escuchar</i> to listen (to)                |
| <i>delante de</i> in front of                          | <i>la dieta</i> diet                            | <i>egoísta</i> selfish                        | <i>la escuela</i> (primary) school            |
| <i>delgado/a</i> slim, thin                            | <i>la diferencia</i> difference                 | <i>el ejemplo</i> example                     | <i>el esfuerzo</i> effort                     |
| <i>la delincuencia</i> crime                           | <i>diferente</i> different                      | <i>el ejercicio</i> exercise                  | <i>el espacio</i> space                       |
| <i>el delito</i> crime, offence                        | <i>difícil</i> difficult                        | <i>el eléctrico/a</i> electric                | <i>España</i> Spain                           |
| <i>demasiado</i> too, too much                         | <i>digital</i> digital                          | <i>electrónico/a</i> electronic               | <i>español(a) (adj.)</i> Spanish              |
| <i>demostrar</i> to show, demonstrate                  | <i>el dinero</i> money                          | <i>emitir</i> to emit, give off               | <i>especialmente</i> especially               |
| <i>dental</i> dental                                   | <i>dirigir</i> to run, manage                   | <i>emocionante</i> exciting                   | <i>la especie</i> species                     |
| <i>el/la dentista</i> dentist                          | <i>discutir</i> to discuss, argue               | <i>empezar</i> to start, begin                | <i>el espectáculo</i> show, spectacle         |
| <i>depender</i> to depend                              | <i>el/la diseñador(a)</i> designer              | <i>el empleado/a</i> employee                 | <i>esperar</i> to wait, hope, expect          |
| <i>el deporte</i> sport                                | <i>diseñar</i> to design                        | <i>el empleo</i> work, employment             | <i>el establecimiento</i> establishment, shop |
| <i>el/la deportista</i> sportsman/sportswoman, athlete | <i>disfrutar</i> to enjoy                       | <i>la empresa</i> firm, company               | <i>la estación</i> station                    |
| <i>deportivo/a</i> (of) sports                         | <i>el dispositivo</i> gadget                    | <i>empujar</i> to push                        | <i>el estadio</i> stadium                     |
| <i>la derecha</i> right                                | <i>la distancia</i> distance                    | <i>en cambio</i> on the other hand            | <i>el estado</i> state                        |
| <i>desafortunadamente</i> unfortunately                | <i>distinto/a</i> different                     | <i>en sí mismo/a</i> in itself                | <i>Estados Unidos</i> United States           |
| <i>desaparecer</i> to disappear                        | <i>diverso/a</i> various                        | <i>en vez de</i> instead of                   | <i>estar</i> to be                            |
| <i>el desayuno</i> breakfast                           | <i>divertido/a</i> fun, enjoyable               | <i>en vivo</i> live                           | <i>estar de acuerdo (con)</i> to agree (with) |
| <i>descansar</i> to rest                               | <i>divertirse</i> to enjoy oneself, to have fun | <i>encantar</i> to love (lit. to delight)     | <i>estar en forma</i> to be fit               |
| <i>describir</i> to describe                           | <i>divorciado/a</i> divorced                    | <i>encima de</i> on top of                    | <i>estar seguro/a</i> to be sure              |
| <i>descubrir</i> to discover                           | <i>divorciarse</i> to get divorced              | <i>encontrar</i> to find                      | <i>el este</i> east                           |
| <i>desde</i> since, from                               | <i>doce</i> twelve                              | <i>encontrarse</i> to be found                | <i>este/esta</i> this                         |
| <i>desde hace</i> for                                  | <i>el/la doctor(a)</i> doctor                   | <i>la energía</i> energy                      | <i>el estilo</i> style                        |
| <i>desfavorecido/a</i> disadvantaged                   | <i>el documental</i> documentary                | <i>la enfermedad</i> illness, disease         | <i>la estrella</i> star                       |
| <i>el desfile</i> parade                               | <i>doler</i> to hurt                            | <i>el/la enfermero/a</i> nurse                | <i>el estreno</i> premiere                    |
| <i>deshonesto</i> dishonest                            | <i>el domingo</i> Sunday                        | <i>enfermo/a</i> ill, sick                    | <i>el estrés</i> stress                       |
| <i>despertar(se)</i> to wake up                        | <i>donar</i> to donate                          | <i>enojado/a</i> angry                        | <i>estricto/a</i> strict                      |
| <i>después (de)</i> after, afterwards                  | <i>donde</i> where                              | <i>enorme</i> enormous                        | <i>el/la estudiante</i> student               |
|                                                        | <i>dónde</i> where                              | <i>la ensalada</i> salad                      | <i>estudiar</i> to study                      |
|                                                        | <i>¿dónde?</i> where?                           | <i>enseñar</i> to teach, show                 | <i>el estudio</i> study, studio               |
|                                                        | <i>dormir</i> to sleep                          | <i>los enseres</i> goods                      | <i>estupendo/a</i> great, brilliant           |
|                                                        | <i>dormirse</i> to fall asleep                  | <i>entender</i> to understand                 | <i>el euro</i> euro                           |



|                                                      |                                          |                                                        |                                                 |
|------------------------------------------------------|------------------------------------------|--------------------------------------------------------|-------------------------------------------------|
| <i>Europa</i> Europe                                 | <i>la forma</i> shape, form, way         | <i>la guitarra</i> guitar                              | <i>igual</i> equal, same                        |
| <i>europeo/a</i> European                            | <i>la formación</i> training             | <i>gustar</i> to like (lit. to please)                 | <i>la imagen</i> image                          |
| <i>evitar</i> to avoid                               | <i>el fósil</i> fossil                   | <i>la habitación</i> room                              | <i>el impacto</i> impact                        |
| <i>exagerar</i> to exaggerate                        | <i>la foto</i> photo                     | <i>hablar</i> to speak, talk                           | <i>la importancia</i> importance                |
| <i>el examen</i> exam                                | <i>el fotógrafo/a</i> photographer       | <i>hace falta</i> it is necessary, you must            | <i>importante</i> important                     |
| <i>excelente</i> excellent                           | <i>el francés (n.)</i> French (language) | <i>hace...</i> ...ago                                  | <i>importar</i> to matter                       |
| <i>la excursión</i> trip                             | <i>francés/francesa (adj.)</i> French    | <i>hacer</i> to do, make                               | <i>imposible</i> impossible                     |
| <i>existir</i> to exist                              | <i>la frecuencia</i> frequency           | <i>hacer camping</i> to go camping                     | <i>la impresora</i> printer                     |
| <i>el éxito</i> success                              | <i>fresco/a</i> cool, fresh              | <i>hacer falta</i> to be lacking, missing              | <i>incluso</i> even, including                  |
| <i>exótico/a</i> exotic                              | <i>frito/a</i> fried                     | <i>hacer fotos</i> to take photos                      | <i>increíble</i> incredible                     |
| <i>la experiencia</i> experience                     | <i>la fruta</i> fruit                    | <i>hacer preguntas</i> to ask questions                | <i>independiente</i> independent                |
| <i>la experiencia laboral</i> work experience        | <i>el fuego</i> fire                     | <i>el (fem.) hambre</i> hunger                         | <i>indígena</i> native, indigenous              |
| <i>experimentar</i> to experiment, experience        | <i>fuerte</i> strong                     | <i>la hamburguesa</i> burger                           | <i>individual</i> individual                    |
| <i>explicar</i> to explain                           | <i>fumar</i> to smoke                    | <i>hasta</i> until, up to                              | <i>la industria</i> industry                    |
| <i>expresivo/a</i> expressive                        | <i>la función</i> function               | <i>hay</i> there is, there are                         | <i>infantil</i> children's, of children         |
| <i>extendido/a</i> extended                          | <i>funcionar</i> to work, function       | <i>hay que</i> you/one must, it is necessary to        | <i>el/la influencer</i> influencer              |
| <i>extra</i> extra                                   | <i>fundar</i> to set up                  | <i>el/la hermanastro/a</i> stepbrother/stepsister      | <i>la influencia</i> influence                  |
| <i>el extranjero</i> abroad                          | <i>el futuro</i> future                  | <i>el/la hermano/a</i> brother/sister                  | <i>la información</i> information               |
| <i>extranjero/a (adj.)</i> foreign                   | <i>las gafas</i> glasses                 | <i>hermoso/a</i> beautiful                             | <i>la informática</i> ICT                       |
| <i>la fábrica</i> factory                            | <i>las gafas de sol</i> sunglasses       | <i>el/la hijo/a</i> son/daughter                       | <i>el informe</i> report                        |
| <i>fácil</i> easy                                    | <i>la ganadería</i> cattle farming       | <i>los hijos (m. pl.)</i> children, sons and daughters | <i>el/la ingeniero/a</i> engineer               |
| <i>la falda</i> skirt                                | <i>ganar</i> to earn, win                | <i>la historia</i> story, history                      | <i>el inglés (n.)</i> English (language)        |
| <i>falso/a</i> false                                 | <i>el gas</i> gas                        | <i>histórico/a</i> historic                            | <i>inglés/inglesa (adj.)</i> English            |
| <i>la falta</i> lack, shortage                       | <i>gastar</i> to spend                   | <i>el hogar</i> home                                   | <i>iniciar</i> to begin                         |
| <i>faltar</i> to be lacking, missing, to be short of | <i>general</i> general                   | <i>el hombre</i> man                                   | <i>la iniciativa</i> initiative                 |
| <i>la fama</i> fame                                  | <i>generoso/a</i> generous               | <i>la hora</i> hour, time                              | <i>inspirar</i> to inspire                      |
| <i>la familia</i> family                             | <i>genial</i> great                      | <i>el horario</i> timetable, schedule                  | <i>la instalación</i> facility                  |
| <i>la familia reconstituida</i> step family          | <i>la gente</i> people                   | <i>horrible</i> horrible                               | <i>el instituto (insti)</i> secondary school    |
| <i>familiar (adj.)</i> (of the) family               | <i>la geografía</i> geography            | <i>el hospital</i> hospital                            | <i>insultar</i> to insult                       |
| <i>el familiar</i> family member                     | <i>el gimnasio</i> gym                   | <i>el hotel</i> hotel                                  | <i>inteligente</i> intelligent, smart           |
| <i>el/la famoso</i> celebrity                        | <i>el/la gimnasta</i> gymnast            | <i>hoy</i> today                                       | <i>intentar</i> to try                          |
| <i>fascinar</i> to fascinate                         | <i>el gobierno</i> government            | <i>hoy día</i> these days                              | <i>el interés</i> interest                      |
| <i>fatal</i> terrible                                | <i>gracias</i> thanks                    | <i>el huevo</i> egg                                    | <i>interesante</i> interesting                  |
| <i>favorito/a</i> favourite                          | <i>gracioso/a</i> funny                  | <i>humano/a</i> human                                  | <i>interesar</i> to interest                    |
| <i>feliz</i> happy                                   | <i>el grado</i> degree (ie. temperature) | <i>humilde</i> humble                                  | <i>el/la Internet</i>                           |
| <i>fenomenal</i> amazing                             | <i>grande</i> big                        | <i>el humo</i> smoke, fume                             | <i>la invención</i> invention                   |
| <i>feo/a</i> ugly                                    | <i>la grasa</i> grease, fat              | <i>el humor</i> mood                                   | <i>inventar</i> to invent                       |
| <i>la feria</i> fair                                 | <i>gratis</i> free                       | <i>el icono</i> icon                                   | <i>el invernadero</i> greenhouse                |
| <i>la ficción</i> fiction                            | <i>grave</i> serious                     | <i>la idea</i> idea                                    | <i>la investigación</i> research, investigation |
| <i>la fiesta</i> party, festival                     | <i>gris</i> grey                         | <i>ideal</i> ideal                                     | <i>investigar</i> to research                   |
| <i>el fin de semana</i> weekend                      | <i>gritar</i> to shout                   | <i>identificar</i> to identify                         | <i>el invierno</i> winter                       |
| <i>finalmente</i> finally                            | <i>el grupo</i> group                    | <i>el idioma</i> language                              | <i>ir</i> to go                                 |
| <i>la física</i> physics                             | <i>guapo/a</i> good-looking              | <i>la iglesia</i> church                               | <i>ir a pie</i> to go on foot, walk             |
| <i>físico/a (adj.)</i> physical                      | <i>guardar</i> to keep                   |                                                        | <i>ir al extranjero</i> to go abroad            |
| <i>la flor</i> flower                                | <i>guay</i> cool                         |                                                        |                                                 |
| <i>el fondo</i> the end, bottom                      | <i>el/la guía</i> guide                  |                                                        |                                                 |



|                                                       |                                                            |                                                          |                                                      |
|-------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------|
| <i>ir de compras</i> to go shopping                   | <i>la llegada</i> arrival                                  | <i>la medicina</i> medicine                              | <i>morir</i> to die                                  |
| <i>ir de vacaciones</i> to go on holiday              | <i>llegar (a)</i> to arrive, get to                        | <i>el/la médico/a</i> doctor                             | <i>mostrar</i> to show                               |
| <i>la isla</i> island                                 | <i>llegar a ser</i> to become                              | <i>la medida</i> measure                                 | <i>mover</i> to move                                 |
| <i>la izquierda</i> left                              | <i>llenar</i> to fill                                      | <i>medio/a</i> half, average                             | <i>el móvil</i> mobile (phone)                       |
| <i>jamás</i> never                                    | <i>lleno/a</i> full                                        | <i>el medio ambiente</i> environment                     | <i>el mueble</i> furniture                           |
| <i>el jamón</i> ham                                   | <i>llevar</i> to take, carry, wear, lead                   | <i>mediterráneo</i> Mediterranean                        | <i>muerto/a</i> dead                                 |
| <i>la Janucá</i> Hanukkah                             | <i>llevarse bien/mal (con)</i> to get on well/badly (with) | <i>mejor</i> better, best                                | <i>la mujer</i> woman/wife                           |
| <i>el jardín</i> garden                               | <i>llover</i> to rain                                      | <i>mejorar</i> to improve                                | <i>mundialmente</i> worldwide                        |
| <i>el/la jefe/jefa</i> boss                           | <i>la lluvia</i> rain                                      | <i>menor</i> younger, smaller                            | <i>el mundo</i> world                                |
| <i>joven (adj.)</i> young                             | <i>lo que</i> what                                         | <i>menos</i> less, least                                 | <i>el museo</i> museum                               |
| <i>el/la joven (n.)</i> young person                  | <i>loco/a</i> crazy                                        | <i>el mensaje</i> message                                | <i>la música</i> music                               |
| <i>el juego</i> game                                  | <i>lograr</i> to manage                                    | <i>mental</i> mental                                     | <i>el/la músico/a</i> musician                       |
| <i>el jugador(a)</i> player                           | <i>los abuelos (m. pl.)</i> grandparents                   | <i>mentir</i> to lie, tell a lie                         | <i>musulmán/musulmana</i> Muslim                     |
| <i>jugar</i> to play                                  | <i>los/las demás</i> the others, the rest                  | <i>la mentira</i> lie                                    | <i>muy</i> very                                      |
| <i>el juguete</i> toy                                 | <i>luego</i> then                                          | <i>el mercado</i> market                                 | <i>nacer</i> to be born                              |
| <i>juntos/as</i> together                             | <i>el lugar</i> place                                      | <i>la merienda</i> afternoon snack                       | <i>nacional</i> national                             |
| <i>el kayak</i> kayak                                 | <i>el lujo</i> luxury                                      | <i>el mes</i> month                                      | <i>la nacionalidad</i> nationality                   |
| <i>el kilo</i> kilo                                   | <i>la luna</i> moon                                        | <i>la mesa</i> table, desk                               | <i>nada</i> nothing                                  |
| <i>el kilómetro</i> kilometre                         | <i>el lunes</i> Monday                                     | <i>el metro</i> underground                              | <i>nadar</i> to swim                                 |
| <i>el lado</i> side                                   | <i>la luz</i> light                                        | <i>mexicano/a</i> Mexican                                | <i>nadie</i> no one, nobody                          |
| <i>largo/a</i> long                                   | <i>la madrastra</i> stepmother                             | <i>la mezcla</i> mixture                                 | <i>la natación</i> swimming                          |
| <i>la lástima</i> pity, shame                         | <i>la madre</i> mother                                     | <i>mezquita</i> mosque                                   | <i>natural</i> natural                               |
| <i>latino/a</i> Latin                                 | <i>mal</i> bad, badly                                      | <i>el miedo</i> fear                                     | <i>la naturaleza</i> nature                          |
| <i>latinoamericano/a</i> Latin American               | <i>maleducado/a</i> impolite                               | <i>el miembro</i> member                                 | <i>navegar</i> to surf, navigate (i.e. the Internet) |
| <i>la leche</i> milk                                  | <i>la maleta</i> suitcase                                  | <i>mientras</i> while                                    | <i>la Navidad</i> Christmas                          |
| <i>el lector electrónico</i> e-book                   | <i>malo/a</i> bad                                          | <i>mil</i> thousand                                      | <i>necesario/a</i> necessary                         |
| <i>leer</i> to read                                   | <i>la mañana</i> morning                                   | <i>el millón</i> million                                 | <i>la necesidad</i> need                             |
| <i>lejos</i> far                                      | <i>mandar</i> to send                                      | <i>el minuto</i> minute                                  | <i>necesitar</i> to need                             |
| <i>lejos (de)</i> far (from)                          | <i>la manera</i> manner, way                               | <i>mío/a</i> mine                                        | <i>negativo/a</i> negative                           |
| <i>la lengua</i> language                             | <i>la mano</i> hand                                        | <i>mirar</i> to look at                                  | <i>el negocio</i> business                           |
| <i>lento/a</i> slow                                   | <i>mantener</i> to maintain, keep                          | <i>mismo/a</i> same                                      | <i>negro/a</i> black                                 |
| <i>la letra</i> lyric                                 | <i>mantenerse</i> to keep (oneself)                        | <i>la mitad</i> half                                     | <i>nervioso/a</i> nervous                            |
| <i>levantar</i> to raise                              | <i>la manzana</i> apple                                    | <i>la mochila</i> rucksack                               | <i>la nevera</i> fridge                              |
| <i>levantarse</i> to get up                           | <i>maravilloso/a</i> wonderful, marvellous                 | <i>la moda</i> fashion                                   | <i>ni</i> neither, nor                               |
| <i>libre</i> free, unoccupied                         | <i>la marca</i> brand                                      | <i>el/la modelo a seguir</i> role model                  | <i>la nieve</i> snow                                 |
| <i>el libro</i> book                                  | <i>el marido</i> husband                                   | <i>moderno/a</i> modern                                  | <i>el/la niñero/a</i> nanny/au pair                  |
| <i>ligero/a</i> light (in weight)                     | <i>marrón</i> brown                                        | <i>molestar</i> to bother, annoy                         | <i>ninguno/a</i> no, none, not any                   |
| <i>el límite</i> limit                                | <i>el martes</i> Tuesday                                   | <i>el momento</i> moment                                 | <i>el/la niño/a</i> child, (little) boy/girl         |
| <i>limpiar</i> to clean                               | <i>más</i> more, most                                      | <i>monoparental</i> single parent                        | <i>el nivel</i> level                                |
| <i>limpio/a</i> clean                                 | <i>más tarde</i> later                                     | <i>la montaña</i> mountain                               | <i>la noche</i> night                                |
| <i>la lista (n.)</i> list                             | <i>la mascota</i> pet                                      | <i>montar</i> to ride, set up                            | <i>la Nochebuena</i> Christmas Eve                   |
| <i>listo/a (adj.)</i> clever                          | <i>matemáticas</i> Maths                                   | <i>montar a caballo</i> to ride a horse, go horse riding | <i>la Nochevieja</i> New Year's Eve                  |
| <i>la llamada</i> call                                | <i>el matrimonio</i> marriage                              | <i>el montón</i> load, lot                               | <i>el nombre</i> name                                |
| <i>llamar</i> to call                                 | <i>mayor</i> older, bigger, main                           | <i>la mordida</i> bite                                   | <i>la nominación</i> nomination                      |
| <i>llamar la atención</i> to stand out, be noteworthy |                                                            | <i>moreno/a</i> brown, dark                              | <i>normal</i> normal                                 |
| <i>llamarse</i> to be called                          |                                                            |                                                          |                                                      |
| <i>llamativo/a</i> striking                           |                                                            |                                                          |                                                      |



*normalmente* normally  
*el noroeste* north-west  
*el norte* north  
*nosotros/as* we, us  
*la nota* grade, mark  
*notar* to notice  
*las noticias* news  
*la novela* novel  
*nuclear* nuclear  
*nuestro/a* our  
*Nueva York* New York  
*nueve* nine  
*nuevo/a* new  
*el número* number  
*numeroso/a* numerous, large  
*nunca* never  
*el objeto* object  
*la obra* work (of art, literature)  
*la obra de arte* artwork  
*las obras* roadworks, building works  
*observar* to observe  
*ocho* eight  
*ocupar* to occupy  
*el oeste* western (film)  
*la oferta* offer  
*la oficina* office  
*ofrecer* to offer  
*oír* to hear  
*el ojo* eye  
*el olor* smell  
*olvidar(se)* to forget  
*once* eleven  
*online* online  
*la opción* option  
*opinar* to believe, think  
*la opinión* opinion  
*la oportunidad* opportunity  
*optimista* optimistic  
*el ordenador* computer, PC  
*la oreja* ear  
*la organización* organisation  
*organizar* to organise  
*orgulloso/a* proud  
*original* original  
*el otoño* autumn  
*otra vez* again  
*otro/a* other, another

*paciente* patient  
*el padrastro* stepfather  
*el padre* father  
*los padres (m. pl.)* parents  
*la paella* paella (rice and seafood dish)  
*pagar* to pay  
*la página* page  
*el país* country  
*el paisaje* landscape  
*el pájaro* bird  
*la palabra* word  
*el palacio* palace  
*el pan* bread  
*la pantalla* screen  
*paparazzi* photographer who follows famous people  
*el papel* role, paper  
*para* to, for, in order to  
*para siempre* forever  
*el paracaidismo* skydiving  
*parecer* to seem  
*parecerse a* to look like  
*la pared* wall  
*la pareja* couple, partner  
*el parkour* parkour  
*el paro* unemployment  
*el parque* park  
*el parque temático/de atracciones* theme park  
*la parte* part  
*la participación* participation  
*participar* to participate, take part  
*el partido* match, game  
*pasado/a (adj.)* past, last  
*pasar* to pass, spend  
*pasar de moda* to be out of fashion  
*pasarlo bien* to have a good time  
*la Pascua* Easter  
*pasear* to go for a walk  
*el paseo* walk, stroll  
*el pasillo* corridor  
*la pasión* passion  
*el paso* step  
*el pastel* cake  
*las patatas fritas* chips, fries  
*el patio* yard, patio, playground

*pedir* to ask for, order  
*la pelea* fight  
*pelear(se)* to fight  
*la película* film  
*el peligro* danger  
*peligroso/a* dangerous  
*el pelo* hair  
*el/la peluquero/a* hairdresser  
*pensar* to think  
*peor* worse, worst  
*pequeño/a* small  
*perder* to lose  
*perderse* to get lost  
*perdonar* to forgive  
*perezoso/a* lazy  
*perfecto/a* perfect  
*el perfil* profile  
*el periódico* newspaper  
*el/la periodista* journalist  
*permitir* to allow, permit  
*pero* but  
*el/la perro/a* dog  
*la persecución* pursuit  
*la persona* person  
*el personaje* character (ie. in book, film)  
*personal* personal  
*la personalidad* personality  
*personalizado/a* personalised  
*pesado/a* heavy  
*pesar* to weigh  
*el pescado* fish  
*pesimista* pessimistic  
*el peso* weight  
*el pez* fish  
*el pie* foot  
*la piel* skin  
*la pierna* leg  
*pintar* to paint  
*la pintura* painting  
*la piscina* swimming pool  
*el piso* flat, apartment  
*la pizza* pizza  
*el plan* plan  
*planear* to plan  
*el planeta* planet  
*la planificación* planning  
*el plano* map, street plan  
*la planta* plant  
*plantar* to plant

*el plástico* plastic  
*la plataforma* platform  
*el plato* dish, plate  
*la playa* beach  
*la plaza* square  
*la plaza de toros* bullring  
*la plaza mayor* main square  
*poblado/a* populated  
*pobre* poor  
*poco/a* little, bit  
*pocos/as* a few, few, not many  
*poder* to be able to  
*la policía* police (force)  
*el pollo* chicken  
*poner* to put  
*poner fin a* to bring an end to  
*ponerse* to put on, to become  
*popular* popular  
*por* for  
*por ciento* percent  
*por ejemplo* for example  
*por eso* so, therefore  
*por fin* finally  
*¿por qué?* why?  
*porque* because  
*el portátil* laptop  
*portugués/a (adj.)* Portuguese  
*la posibilidad* possibility  
*posible* possible  
*positivo/a* positive  
*practicar* to practise  
*práctico/a* practical  
*el precio* price  
*precioso/a* beautiful  
*la preferencia* preference  
*preferir* to prefer  
*la pregunta* question  
*preguntar* to ask a question  
*el premio* award, prize  
*preocupar(se)* to worry  
*preocuparse por* to worry about  
*la preparación* preparation  
*preparar* to prepare  
*presentar* to present, introduce



|                                                        |                                                      |                                     |                                               |
|--------------------------------------------------------|------------------------------------------------------|-------------------------------------|-----------------------------------------------|
| <i>presentarse</i> to introduce oneself                | <i>quedar</i> to remain, to arrange to meet          | <i>el reloj</i> watch, clock        | <i>la semana</i> week                         |
| <i>la presión</i> pressure                             | <i>quedarse</i> to stay                              | <i>repasar</i> to revise            | <i>la semana pasada</i> last week             |
| <i>la primavera</i> spring                             | <i>quejarse</i> to complain                          | <i>reportar</i> to report           | <i>la Semana Santa</i> Easter Week, Holy Week |
| <i>primero/a</i> first                                 | <i>quemar</i> to burn                                | <i>la reserva</i> reservation       | <i>sencillo/a</i> simple                      |
| <i>el/la primo/a</i> cousin                            | <i>quemarse</i> to get (sun) burnt                   | <i>reservar</i> to book             | <i>sentar</i> to sit, seat                    |
| <i>principal</i> main, principal                       | <i>querer</i> to want, love                          | <i>resolver</i> to solve            | <i>sentarse</i> to sit (down)                 |
| <i>el principio</i> beginning                          | <i>el queso</i> cheese                               | <i>respetar</i> to respect          | <i>el sentido del humor</i> sense of humour   |
| <i>la privacidad</i> privacy                           | <i>quién</i> who                                     | <i>el respeto</i> respect           | <i>sentir(se)</i> to feel                     |
| <i>privado/a</i> private                               | <i>¿quién/quienes?</i> who?                          | <i>respirar</i> to breathe          | <i>la separación</i> separation               |
| <i>proactivo/a</i> proactive                           | <i>químico/a (adj.)</i> chemical                     | <i>responder</i> to answer, reply   | <i>separado/a</i> separated                   |
| <i>probablemente</i> probably                          | <i>quince</i> fifteen                                | <i>responsable</i> responsible      | <i>separar</i> to separate                    |
| <i>probar</i> to try, try out, test, sample            | <i>la Quinceañera</i> girl's 15th birthday (Lat Am.) | <i>el restaurante</i> restaurant    | <i>ser</i> to be                              |
| <i>el problema</i> problem                             | <i>quitar</i> to remove                              | <i>el resto</i> rest                | <i>la serie</i> series                        |
| <i>procesado/a</i> processed                           | <i>rápidamente</i> quickly                           | <i>el resultado</i> result          | <i>serio/a</i> serious                        |
| <i>producir</i> to produce                             | <i>rápido</i> fast, quick                            | <i>la revista</i> magazine          | <i>los servicios</i> toilets                  |
| <i>el producto</i> product                             | <i>raramente</i> rarely                              | <i>rico/a</i> rich                  | <i>servir</i> to serve                        |
| <i>la profesión</i> profession                         | <i>raro/a</i> strange, odd, rare                     | <i>el riesgo</i> risk               | <i>el sexo</i> sex                            |
| <i>el/la profesor(a)</i> teacher                       | <i>el rato</i> time, while                           | <i>el río</i> river                 | <i>siempre</i> always                         |
| <i>profundamente</i> deeply                            | <i>la razón</i> reason                               | <i>el ritmo</i> rhythm              | <i>siempre que puedo</i> whenever I can       |
| <i>profundo/a</i> deep                                 | <i>realista</i> realistic                            | <i>robar</i> to steal               | <i>la siesta</i> siesta, afternoon nap        |
| <i>el programa</i> programme                           | <i>recargar</i> to charge, recharge                  | <i>la roca</i> rock                 | <i>el siglo</i> century                       |
| <i>prohibido/a</i> forbidden, banned                   | <i>la recepción</i> reception                        | <i>romántico/a</i> romantic         | <i>la silla</i> chair                         |
| <i>prohibir</i> to prohibit, ban                       | <i>recibir</i> to receive                            | <i>romper</i> to break              | <i>simpático/a</i> nice, friendly             |
| <i>propio/a</i> own                                    | <i>reciclar</i> to recycle                           | <i>la ropa</i> clothes              | <i>sin</i> without                            |
| <i>proteger</i> to protect                             | <i>reciente</i> recent                               | <i>roto/a</i> broken                | <i>sin duda</i> without doubt                 |
| <i>la proteína</i> protein                             | <i>recoger</i> to pick up, collect                   | <i>rubio/a</i> fair, blond(e)       | <i>sin embargo</i> however                    |
| <i>próximo/a</i> next                                  | <i>recomendar</i> to recommend                       | <i>el ruido</i> noise               | <i>la sinagoga</i> synagogue                  |
| <i>el proyecto</i> project                             | <i>reconocer</i> to recognize, acknowledge           | <i>la ruina</i> ruin                | <i>sincero/a</i> honest                       |
| <i>la prueba</i> test, exam                            | <i>recordar</i> to remember                          | <i>el sábado</i> Saturday           | <i>sino</i> but                               |
| <i>publicar</i> to publish                             | <i>el recreo</i> break, break time                   | <i>saber</i> to know                | <i>el sistema</i> system                      |
| <i>el público (n.)</i> public                          | <i>el recuerdo</i> souvenir                          | <i>sacar</i> to take out, get       | <i>el sitio</i> place                         |
| <i>público/a (adj.)</i> public                         | <i>el recurso</i> resource                           | <i>sacar fotos</i> to take photos   | <i>el sitio web</i> website                   |
| <i>el pueblo</i> village, town                         | <i>la red social</i> social network                  | <i>la sal</i> salt                  | <i>la situación</i> situation                 |
| <i>el puente</i> bridge, Bank holiday                  | <i>reducir</i> to reduce                             | <i>la sala de juegos</i> games room | <i>situarse</i> to be located                 |
| <i>el puerto</i> port, harbour                         | <i>regalar</i> to gift                               | <i>el salario</i> salary            | <i>sobre</i> on, about                        |
| <i>puertorriqueño/a</i> Puerto Rican                   | <i>el regalo</i> present, gift                       | <i>salir</i> to leave, go out       | <i>sobre todo</i> above all                   |
| <i>el puesto</i> job, post                             | <i>regar</i> to water, irrigate                      | <i>la salud</i> health              | <i>el sofá</i> sofa, settee                   |
| <i>el punto</i> point                                  | <i>el régimen</i> diet                               | <i>el sándwich</i> sandwich         | <i>el sol</i> sun                             |
| <i>puro/a</i> pure                                     | <i>la región</i> region                              | <i>sano/a</i> healthy               | <i>soler</i> to usually do something          |
| <i>qué</i> what                                        | <i>la regla</i> rule, ruler                          | <i>el secreto</i> secret            | <i>solicitar</i> to apply for                 |
| <i>qué tal</i> how is                                  | <i>la relación</i> relationship                      | <i>la sed</i> thirst                | <i>solo/a</i> only, alone                     |
| <i>¿Qué tal ...?</i> How is/was ..., how are/were ...? | <i>relajado/a</i> relaxed                            | <i>el seguidor(a)</i> follower      | <i>soltero/a</i> single                       |
| <i>que yo sepa</i> as far as I know                    | <i>relajante</i> relaxing                            | <i>seguir</i> to continue, follow   | <i>la sombra</i> shadow, shade                |
| <i>el quechua</i> Quechua (indigenous language)        | <i>la religión</i> religion                          | <i>según</i> according to           | <i>soñar (con)</i> to dream (about)           |
|                                                        | <i>religioso/a</i> religious                         | <i>segundo/a (adj.)</i> second      | <i>sonreír</i> to smile                       |
|                                                        |                                                      | <i>seguro/a</i> safe, sure, secure  | <i>la sopa</i> soup                           |
|                                                        |                                                      | <i>seis</i> six                     |                                               |



*sorprender* to surprise  
**la sorpresa** surprise  
*subir* to ascend, go up, upload  
*subir a* to get onto (transport)  
**el submarinismo** scuba diving  
*sucio/a* dirty  
**Sudamérica** South America  
**el sueño** dream  
**la suerte** luck  
*sugerir* to suggest  
**el supermercado** supermarket  
**el sur** south  
*suspender* to fail (ie. exam)  
**táctil** touch (ie. touch screen)  
*tal y como* just as, exactly as  
*también* also, as well  
*tampoco* neither, either  
*tan* so  
*tan ... como* as ... as  
*tanto/a* so many, so much  
*tantos/as* so many, as many  
*tardar* to take (time)  
*tarde (adv.)* late  
**la tarde (n.)** afternoon, evening  
**el tatuaje** tattoo  
**el teatro** theatre, drama  
**la tecnología** technology  
**la tela** cloth, fabric  
**la tele** TV, telly  
**el teléfono** telephone  
**el teléfono móvil** mobile phone  
**la telenovela** soap opera  
**la telerrealidad** reality TV  
**el telescopio** telescope  
**la televisión** TV, television  
**la temperatura** temperature  
**el templo** temple  
*temprano* early  
*tener* to have  
*tener calor* to be hot

*tener derecho a* to have the right to  
*tener éxito* to be successful  
*tener hambre* to be hungry  
*tener lugar* to take place  
*tener miedo* to be afraid  
*tener que* to have to  
*tener suerte* to be lucky  
**el tenis** tennis  
*terminar* to finish  
**terrible** terrible  
**el texto** text  
**el tiempo** time, weather, weather forecast  
**el tiempo libre** free time  
**la tienda** shop, tent  
**la Tierra** Earth  
**el/la tío/a** uncle/aunt  
**los tíos (m. pl.)** uncle(s) and aunt(s)  
*típico/a* typical  
**el tipo** sort, type  
*tirar* to throw, pull  
*tirarse* to jump off  
*tocar* to play (instrument, music)  
**todas partes** everywhere  
*todavía* still  
*todo* all, the whole, everything  
*todos los días* every day  
*tomar* to take, have, drink, eat  
*tomar el sol* to sunbathe  
**el tomate** tomato  
*tonto/a* silly, stupid  
**la torre** tower  
**la tortilla** Spanish omelette  
**tostado/a** toasted  
*trabajador(a)* hard-working  
*trabajar* to work  
**el trabajo** work, job  
**la tradición** tradition  
*tradicional* traditional  
**la traducción** translation  
*traer* to bring  
**el tráfico** traffic  
**el traje** suit, costume  
*tranquilo/a* quiet, peaceful

**la transmisión** broadcast  
**el transporte** transport  
*trasladarse* to transport oneself  
*treinta* thirty  
**el tren** train  
*tres* three  
**los Tres Reyes Magos** the Three Wise Men  
*triste* sad  
*tú mismo/a* yourself  
*turbulento/a* turbulent, stormy  
**el/la turista** tourist  
*último/a* last, latest  
*un montón de* a lot (of)  
*único/a* only, unique  
**el uniforme** uniform  
**la universidad** university  
**urbano/a** urban  
*usar* to use  
**el uso** use  
*útil* useful  
*utilizar* to use  
**la uva** grape  
**las vacaciones** holidays  
*vale la pena* it is worthwhile  
*valer la pena* to be worth it  
**la variedad** variety  
*varios/as* several, various  
**el/la vecino/a** neighbour  
*vegano/a* vegan  
*vegetariano/a* vegetarian  
**la velocidad** speed  
*vender* to sell  
*venir* to come  
**la ventaja** advantage  
**la ventana** window  
*ver* to see, watch  
**el verano** summer  
**la verdad** truth  
*verdadero/a* true  
*verde* green  
**la(s) verdura(s)** vegetables  
**la vergüenza** embarrassment  
*vestirse* to get dressed  
**el/la veterinario/a** vet  
**la vez** time, occasion

*viajar* to travel  
**el viaje** trip, journey  
**la vida** life  
**la vida social** social life  
**el vídeo** video  
**la videoconsola** video game console  
**el videojuego** video game  
*viejo/a* old  
**el viento** wind  
**el viernes** Friday  
**la visibilidad** visibility, awareness  
**la visita** visit  
*visitar* to visit  
**la vista** view  
*vivo/a* vivid  
*volver* to return, go back  
*votar* to vote  
**la voz** voice  
**el vuelo** flight  
*ya* now, already  
*ya no* no longer, not ... any more  
*ya que* since, as  
**el zapato** shoe  
**la zona** area  
**el zumo** juice





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